THE JOURNAL OF EDUCATION

Volume 123 NOVEMBER, 1940 Number 8

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A Check-up of Non-Promotions
R. S. W. TEMPLIN

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MARY ALLISON BELDING

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Contents for November, 1940

WORLD AT LESSONS 257
Now for Unity
Report Cards Ad Lib
Anxious Times
Victorious Defeat
Munich in Retrospect

A CHECK-UP OF NON-PROMOTIONS 259
R. S. W. Templin

MEET THESE RECENT BOOKS 261
Mary Allison Belding

BOOKS FOR MANY TASTES 264

WHAT IS AN ACTIVITY SCHOOL? 265
W. S. Dakin

JUMBLED THOUGHT-PATTERNS 267
Louis Foley

REMAKING THE CURRICULUM 269
W. C. McGinnis

WHERE THEY SOUGHT ADVICE 271
Robert Tyson

WHY ARE EX-TEACHERS SUCH FOOLS? 273
Charles J. Dalthorp

TEACHING DEMOCRACY A HIGH TASK 274
Francis Roy Copper

JONES BOY REPORTS TO OFFICE 276
Harry S. Clark

CLASSROOM CLINIC 277
Garry C. Myers

ALL IN THE DAY'S WORK 278
Everett V. Perkins

NEWS DIGEST 279

BOOK REVIEWS 284

GRINS BETWEEN GRINDS 286

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The Editors Say . .

Do pupils gain or lose from being required to repeat a year? You may or may not agree with Supt. Templin's conclusions on this point but you will respect his study of non-promotions in the schools of his city, and you may be prompted to start a similar inquiry in your own bailiwick.

▼

Which of the new books are best worth reading? What book shall I buy for that friend or relation who already "has a book"? Mary Allison Belding gives you the benefit of her literary sifting.

▼

Last month we inveighed editorially against school heads who think they must keep tinkering the curriculum. As if to convince you of our broadmindedness, we offer in this issue an illuminating statement on just how to go about this curriculum revision if you feel the urge—and the statement comes from Supt. McGinnis of Perth Amboy, New Jersey, a place that has produced more "outstanding courses of study" (according to Curriculum Magazine) than any other city in the United States, small or large, these past eight years!

▼

Is English grammar a mere set of arbitrary rules, or is there a compelling logic in it? We present another article by Dr. Louis Foley, who writes with clarity and conviction upon grammar and its connection with "Jumbled Thought Patterns."

Ex-teachers are not *all* such fools . . . No doubt *some* bewildered undergraduates turn to experts for advice . . . Maybe *you* would have some better way of dealing with a typical "Jones boy" reporting to you for discipline . . . And the suggestions about activity schools and the teaching of democracy may chiefly serve to stimulate your thinking.

▼

We have tried to make this issue better than the October one about which many of you wrote us so enthusiastically.

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The JOURNAL of EDUCATION
ANSON W. BELDING, *Editor*

VOLUME 123 BOSTON, NOVEMBER, 1940 NUMBER 8

EDITORIALS:

World at Lessons

Now for Unity!

One of the best things about this country of ours is the way it takes an election. Whichever side wins, millions of citizens stand disappointed and defeated. Principles for which they voted and hoped have been repudiated.

Why, then, do the minorities accept the verdict so calmly?

Is it because we are accustomed, here in America, to regard the decision of a jury, a judge, or an umpire as final?

It is partly this.

But there is a reason behind the reason—and this is—the belief each one of us has that certain fundamental rights will remain secure, no matter which way an election goes. Our minorities are protected by courts and constitutions.

If an election gave unlimited powers to the winning party—if it were ever an unrestricted mandate—the weeks following a national election might be marked with despair and rebellion.

Report Cards Ad Lib

Report cards nowadays are about as varied as the personalities of the administrators who devise them. Discussions that raged for several years over the value of school marks led to an era of experimentation. While a majority of schools probably cling to the traditional methods of rating achievement in different studies, ingenuity has been widely exercised in trying to indicate what the school thinks of each pupil's general attitude and specific habits. How far it is worthwhile to go in splitting character traits for the purpose of reporting to parents, remains an open question. The process can easily go so far as to confuse the parents with abbreviations and explanations. Some report cards need to be accompanied by interpreters, so technical is their wording. Not all parents, it should be remembered, are college graduates. Not all are native to America.

The more minutely a teacher is required to analyze the conduct of her charges, the more likely she is to judge them by their latest escapades, still freshly recollected, and the less by their manifestations throughout the term or period reported.

A few school systems manage to send a brief letter to each home, regarding the progress of the son or daughter. But this involves so much labor that the usual custom is to substitute printed forms and abbreviations or check marks.

Would not the average parent feel better informed by a few words plainly written on the report card than by something noted in an unfamiliar sign language?

And might there not be, in almost every instance, an encouraging comment along with whatever must be said that is adverse or disapproving?

Let the teacher have a hundred different points itemized and printed for her to consider, if this seems necessary. Then let her select the one or two that apply most neatly to each pupil. Let her jot these on the card in a space reserved for such notations. And the thing is done.

Since the aim is to promote understanding and co-operation in the home, and since many parents make a fizzle of attempting to jack up their youngsters on the basis of criticisms recorded on report cards, the inclusion of some favorable comment seems highly important. "If you have done so well in this, Dick, don't you think you could improve, next term, in that other matter?"

Anxious Times

Serene contentment is a scarce article in these parlous times. Few of us can be oblivious for a single waking hour to the awful ordeal through which the human race is passing. We read about it, we hear about it, and we think about it. In one way or another it comes close to us. And even if we find reason to congratulate ourselves that events have not drawn us into the vortex of strife and suffering, we hate ourselves for self-centered creatures and our rejoicing turns to sympathy and a sense that all are one in trouble and we are gripped with a realization that what security we chance to have today is only borrowed and may soon be claimed.

All that most healthy-minded mortals ask of life is an opportunity to earn a moderate amount of freedom and comfort in exchange for the labor of their hands or heads. In the course of years and the growth of circumstance, some have been so much more successful than others in achieving these personal satisfactions, that civilization itself is strained and rent with a struggle of dissatisfied classes, nations and races to obtain the coveted treasures of those they regard as more fortunate.

How much to serve our own comfort, how much to regard the comfort of others—these are always delicate questions. But there is nothing delicate about the way certain groups of people seek to capture for themselves the excess they see in possession of other groups.

The worst of today's tragedy is that it is all so unnecessary. The time is past when there could not be enough food and clothing and shelter and other material comforts to go around. Modern invention has made abundance possible for all men everywhere. It is only a matter of releasing human energies for production instead of destruction.

Meanwhile—to be disturbed and anxious, not to be too sure of our own complete virtuosity in a distraught and sinful world, may be good for us.

It is well to remember that the ideals we hope for in the future are beyond and better than any present reality. Even the democracy we love so well has not yet arrived in full intelligence or perfection anywhere on this planet.

Victorious Defeat

To end a football game with a winning score, and then to hear doubts cast upon the victory by testimony of those who saw the critical play in the semi-darkness of the closing minutes—this was the unpleasant experience of Cornell University in its game with Dartmouth on a recent Saturday. Since no one had any authority to change the decision but the officials of the two universities, by mutual consent, the affair might easily have ended in a heap of ill-will and a breakup of football relations between the institutions. But Cornell forestalled all this by accepting the evidence and the amended score which put Dartmouth on the winning side.

A great many schools and colleges are busy explaining their football failures right now, and a considerable amount of accusation of opponents and game officials is heard on campuses and in school corridors.

The "beefers" should take a hint from the fine sportsmanship shown by Cornell, and acknowledge that "our side" has probably been given the benefit of the doubt approximately as often as "their side"?

Learning how to win in football is a great thing, provided all under-handed methods of winning are drastically barred. But learning how to accept defeat, on those occasions when the game goes that way, is equally important and surely a more difficult art to master.

Munich in Retrospect

All the amateur statesmen in the world now know something that the late Neville Chamberlain did not know in September, 1938; namely, that a dictator with a war machine and a conqueror's complex cannot be trusted to keep the peace. Chamberlain's appeasement of Hitler did not work. That failure of Munich is so obvious today that crackerbox philosophers glibly denounce the former Prime Minister as a man of little intelligence. Perhaps he will go down in history as a statesman whose mistake cost mankind a terrible war. But the mistake of Chamberlain was not in what was done at Munich so much as in what was hoped for from that meeting. The mistake of Munich gave greatly needed time to England to get ready, inadequately, but at least to some extent for what was to come.

The errors of British policy occurred in the years preceding Munich—when Balfour and Chamberlain refused to believe what they must have known was going on in Germany.

There are appeasers today who are equally fooled into believing that Hitler can be bargained with and bought off from further conquest. The flaw in this belief is due to the fact that a nation, geared to total war must continue to conquer or be wrecked by its own uneconomic avoirdupois. Hitler can never quit the course he has taken until he is forced to quit by a decisive defeat. His is a one-way street. What is at the end we do not yet know. We only have our hopes.

Education Goes Vocational

For many years in this country the great mass of citizens put almost blind trust in the schools and colleges. That was the time when a college diploma spelled almost certain success and when each year of schooling beyond grammar grades could be assigned a financial value. Parents struggled to keep their sons and daughters in the classrooms that they might forge ahead of their less fortunate mates and achieve an easier living.

The evident breakdown of that success formula has occasioned a more critical attitude toward the schools and colleges. Greater emphasis on vocational courses has been one quite natural result.

Offset

The higher one rises in education, the more he talks on other subjects. But this only goes to balance the fact that people outside of education are always talking on that topic.

A Check-up of Non-Promotions

R. S. W. TEMPLIN
Superintendent of Schools
West Pittston, Pennsylvania

An astonishing number of bright, capable children fail of promotion. Why? Here is a significant study, with conclusions that deserve attention.

IN the June, 1939, issue of the JOURNAL OF EDUCATION appeared an article "A Follow-Up of Non-Promotion" by Ercel B. Francis of the Linden Avenue School, Glen Ridge, N. J. This article was the result of a study undertaken to determine what happens to children of the elementary grades when a year of school is repeated. The author is apparently convinced that "repeating a grade may not be so tragic as is frequently supposed". The final sentence of this article, "Thus, we may conclude that retardation does not imply a lack of intelligence", suggested a survey of Non-Promotion in this district.

▼

A short time later while reading Espy's "The Secondary School", it was noted that frequent reference was made to Wessel's "Study of the Secondary School Population Enrolled in the Public Schools of Cheltenham Township, Pennsylvania, in 1930". Wessel reported that "during the three-year period more than forty-three percent of the secondary-school group of over one thousand failed in one or more subjects"; also, "The median I.Q.'s for the several grade levels of the four-year high school range between 107-110". These conclusions prompted an extension of the survey contemplated to include the high school as well as the elementary grades.

▼

At a meeting of our principals at the opening of the 1939-40 school year, this question was discussed at some length. It was decided to make a survey of all children attending our schools during the then current year to determine (1) the number of children who were then repeating work, or had at any time during their school careers to June, 1939, repeated the work of one or more grades; (2) the causes of their non-promotion; (3) the mental capacity of these children; (4) the effect of repeating work as indicated by the children's attitudes and later accomplishments; (5) whether the children were benefitted by repeating school work; (6) the grades repeated; and (7) whether the reading ability of these children would offer any clue as to the cause of non-promotion.

▼

The following data were reported by the classroom teachers as of October 31, 1939:

(1) Of the total enrolment, 1640, as of this date, 253 or 15.4% were then repeating a grade, or had previously repeated one or more grades either in this or another school system;

(2) Causes of non-promotion were listed as: transfer from another school—22.1% (77% of this group had I.Q.'s of 90 or above); absence due to prolonged sickness or injury—20.2% (62.3% of this group had I.Q.'s of 90 or above); entering school too young, foreign language spoken in the home, etc.—1.2% (all of this group had I.Q.'s of 90 or above); total cases of non-promotion for which reasonable causes were given—43.5% (71% of these children had I.Q.'s of 90 or above); cases of non-promotion for which no valid reason could be assigned—56.5% (59% of this group had I.Q.'s of 90 or above).

(3) The I.Q.'s of these repeaters were found to fall within the following ranges: (110-130)—10%; (100-109) — 26.7%; (90-99) — 27.0%; (80-89)—24.2%; below 80 —12.1%. A total of 63.7% of these repeaters had I.Q.'s of 90 or above.

(4) The quality of work that was being done as of October 31, in the opinion of the class teachers, was: Superior—13.4%; Satisfactory—50.2%; Unsatisfactory—36.4%. At the close of school in June the class teachers were asked to rate the quality of work done by the children throughout the year. The ratings given were: Superior —15.2%; Satisfactory — 48.7%; Unsatisfactory—36.1%.

(5) As to whether the children profited by repeating the work failed, the teachers reported last October as follows: Yes—73-1%; No — 16.6%; Undecided — 10.3%. In June the teachers reported: Yes—70.9%; No—17.2%; Undecided—11.9%.

(6) Grade I was repeated by 36.2% of the group; Grade II by 19.8%; Grade III by 17.5%; Grade IV by 6.7%; Grade V by 3.4%; Grade VI by 3.7%; Grade VII by 3.7%; Grade VIII by 5.3%; Grade IX by 2.3%; Grade X by 0.7%; Grade XI by 0.7%. Of the entire group of repeaters, 84.9% repeated one grade; 9.8% repeated two grades; 4.9% repeated three grades; 0.4% repeated five grades.

(7) During the past year reading tests were given to all children of Grades I, II, III, IV, V, VI, VII, IX, and XII. In these grades were enrolled 185 of the repeaters; of these, 36 were found to be one year below grade in reading ability, 21 were two years below grade, 4 were three years below grade; 2 were four years below grade, 3 were five years below grade, and 1 was six years below grade—a total of 67 or 36.2% of the number of repeaters in these grades were one or more years below grade in reading ability; of these 67 below grade in

reading ability, 42 had I.Q.'s below 90 while the I.Q.'s of the other 25 were between 90 and 110.

The following general conclusions were reached:

(1) Entirely too many pupils fail to do work commensurate with their abilities; a number of the children admitted this to their teachers;

(2) In too many instances, children were not promoted because of their poor attitude toward school work; they lacked ambition, diligence, perseverance, and took no pride in successful completion of assigned work. Some of the older teachers expressed the opinion that parents of late years do not condition their children to do satisfactory school work to the same extent this was done years ago.

(3) More attention should be paid to the teaching of reading in all grades. Since the period of formal instruction in reading ends with the sixth grade in many school systems, children are apt to lose reading skills as they advance through the high school grades. It would seem that every teacher in the high school should be a teacher of reading, or reading instruction should be extended into the high school years. Two years ago reading instruction was given two periods a week to all children in Grade VII; because of satisfactory results noted, this instruction was extended last year to include all children in Grade VIII; this year, 1940-41, reading instruction will be further extended to include all children in the Junior High School.

(4) If the public school is to continue as the training ground for membership in our democratic society, it cannot ignore the plain duty of requiring children to measure up as nearly as possible to their abilities and capacities, or be required to repeat the year's work, —and this for their own good. When parents and children realize that promotion is a function of diligent application throughout the entire school year, better work results. If parents, through negligence or indifference, begin the process of handicapping children at home by not requiring them to face the realities of life, even to the point of failure is there any good reason why the school should continue the process? Who does the promoting anyway—the teacher or the child?

One of our teachers who has taught in this district for more than twenty years found a test which she had given about the middle of October, 1938. While this survey was under way in October, 1939, she gave this test to seven children who were repeating the work in her room. In every instance there was so much improvement that she sent me the test papers for both years with the following note: "I have found that children who are capable of learning show marked improvement the second year, not only in their work, but also in their attitude toward work. They seem to be happier after they gain confidence in themselves through successful achievement. They also overcome in the second year the habit of day-dreaming and become serious. Poor reading habits are responsible for most of our failures".

While there will no doubt be social promotions for those who lack ability until the school can be adjusted to meet the needs of the individual child, it is our belief that normal children who fail to respond should be required to repeat the year's work. If a child, while he is in school, gets the idea that he can drift along from year to year without putting forth his best efforts, he is apt to form the habit of depending on others to the extent that he may become a public charge later in life. Children must learn the lessons of self-reliance, perseverance, etc., early in life; they must also learn to know within fairly definite limits their own abilities and shortcomings. In conclusion, we heartily agree with Link when he states that "automatically advancing children from one grade to another regardless of their standing is devastating."

Fundamentals

The next few years will be challenging ones for our young people. The radios blare wars and rumors of wars into their ears. Elders talk to them in sepulchral tones of the pitfalls that lie ahead. But the United States is still the land of opportunity, the country where ambition and determination will earn rewards for the young people who can discipline themselves to take advantage of its opportunities.

Self-discipline in young people is needed as never before because they must be willing to do well the job at hand, whether it be continued education, military service, a factory job, or a professional job. The teaching profession can aid its pupils immeasurably by continued emphasis on faithfulness of performance, attention to detail, the importance of the time element in jobs. They can aid their pupils by emphasis on the old-fashioned theory that hard work is a good thing. However good the specialized training that is given to our young people may be it will avail little if they have not also been taught that consistency of effort is an integral part of any job.

Our young people are all right: Let's not spoil them with namby-pamby educational methods.

Our country is still the land of opportunity for self-disciplined, well-trained boys and girls.

—Mrs. Henry Grattan Doyle

Meet These Recent Books

MARY ALLISON BELDING

Again this lover of good literature gives JOURNAL readers her selections from the season's book lists.

Lean years do occur in the production of books as in other crops depending on Nature. But this year Nature or human nature has yielded so diverse and full-flavored an output, it is difficult to select the cream of the crop. The choice I bring you comprises light essays, a narrative poem, literary history, biography; and fiction dealing with life in many places. All are excellent for reading to yourself, for reading aloud or for giving to particular friends.

A smile turns up automatically at the mention of a set of essays by Frances Lester Warner, who first introduced herself to us in *Endicott and I*. So, Mrs. Warner, we welcome *The Pleasure of Your Company*. This phrase, enfeebled by usage, glows with emotion as we consider its meaning. How the presence of friends enriches every place, occupation and circumstance of life is the theme of these papers. The home garden, a lane in the country at sunrise, the moon lit rocks of the Isles of Shoals, these are among the scenes made memorable by the presence of friends.

◆

Two small books give out the distinctive flavor of England. One is *Mrs. Miniver* by Jan Struther, an English woman who originally wrote her sketches for the London Times. The other is *The White Cliffs* by the well-known American author, Alice Duer Miller.

Mrs. Miniver makes time fly. I had a drab, habitual journey on my hands—and *Mrs. Miniver.* Settling myself, I opened her. Train stops, and pages flitted by. Until, glancing up, I found that there I was. So I regretfully shut up this entertaining lady right in the middle of something. The book is an assembly of penetrating little narrative essays on English customs and attitudes. It sums up what we like to think of when we think of England: pleasant, courteous ways; chummy families; comfortable people, whether they be gentry or charwomen; with a spicy sprinkling of bores—the Lane-Pontifexes of life who clutter up every country. We meet that combination of hardship and high spirits, native to British character. Mrs. Miniver touches with humor even so grim an ordeal as fitting the family to gas masks.

◆

The White Cliffs is England through American eyes.

Alice Duer Miller has used the medium of verse, and I believe her poem is one that many persons will enjoy who say they do not care for poetry. For this is in reality a short novel that flows rhythmically and easily. It should be read aloud to give its full effect and, for greatest pleasure, one should hear the author herself read it, as she did at the Boston Book Fair in late October. Mrs. Miller's dignity and radiance were good to look at and her voice to listen to. The story concerns an American girl who arrives in the complacent London of early 1914. She is at once introduced to those features of English life which to an American spell romance: manor houses; footmen, stiff and staid, in powder and knee-breeches; young army officers, "thin as paper and smart as paint"; that blue ribbon across an aristocratic breast, at sight of which she cried out, "Upon my word, the Garter!"

"The English are frosty
When you're no kith and kin
Of theirs, but how they alter
When once they take you in!
The kindest, the truest,
The best friends ever known."

. . . .

"I never was so happy, I never had
such fun."

The girl grows to love England dearly and deeply. But she does not fail to note the sting of British superciliousness toward Americans: the unchecked pride of the upper classes; the deliberate, invisible bars of speech and manner dividing man from man. The characterizations are kindly and ironic by turns. Sections gay and sombre follow one another.

The final word of this women, whose home now is England:

"I am an American bred,
I have seen much to hate here—
much to forgive,
But in a world where England is
finished and dead,
I do not wish to live."

◆

Van Wyck Brooks, author of *The Flowering of New England* has written a worthy sequel in *New England: Indian Summer* 1865-1915—the new work holding even greater interest. In 1865 New England was still the seed-bed and Boston the hot-house of the Republic's culture. How the West regarded the sages of the East is illustrated by an incident. Howells was visiting James A. Garfield at Hiram College, Ohio. As Howells began to talk about New England personalities, Garfield cried, "Wait!" and ran out to call in his neighbors to participate in this feast of reason and flow of soul. After the Civil War the great moral, religious and social movements born in the East lost their force. New Englanders still loved goodness and intellect, but they no longer adored them and struggled for them. This region grew rich in gold and conservative in opinion. Mr. Brooks is not petty in criticism and has a keen eye for the significant. Francis Parkman, half blind and half crippled, brought forth his immortal chronicles of the struggles of the British and French for supremacy in North America. Emily Dickinson's "incandescence" is delicately evaluated . . . Charles W. Eliot, reshaping the Harvard curriculum signifies the end of two centuries of American education in the classics that had made spacious men prepared to meet great problems. Education now turned to training men to hold little jobs . . . As for Amy Lowell, Mr. Brooks declares, America has never produced her equal in "literary soldiership and literary statesmanship". Mr. Brooks's account of the New England scene is graphic and full of anecdote. In spite of falling leaves, the autumn displays glorious colors and an element of persistence that promises spring.

▼

In *The Voyage* by Charles Morgan, the creative power of that author breaks through the page with compelling words. Beneath the narrative move deep considerations of the meaning of life. Barbet, bachelor son of Maison Hazard, dwells among his fruitful vineyards in the valley of the Charente in southwest France. He loves to sit on stone walls and gaze and dream and think; and does not hear when he is called to dinner. "Yet", as his mother declares, "he does his work well—and more than his share of it." Still as a rock he would sit, but "his stillness had life in it; he was as still as a bird in the instant of flight." One section of his dwelling has for generations housed a jail; and Barbet is the jailer, he whose soul is all kindliness, freedom and light. He sees beyond the outer guise of his prisoners, beyond what might be condemned, to "their essences", which were "not to be judged but perceived." He attempts to explain to them how they might take voyages, travel on journeys, shut up as they are. "I make journeys," says he simply. "I did when I was a boy. I do still."

Dramatic counterpart to this gentle, lovable seer is Therese, star concert singer in brilliant Parisian cafés. While Barbet's nature glows with a calm, steady light, hers is an impulsive, dangerous flame. These two natures meet and mingle, but Barbet's is dominant.

▼

The Family by Nina Fedorova, must be noted here, however briefly. Rated the best Russian novel in two decades, it acquaints us with a family of White Russians in exile in the British Concession at Tientsin. While they can remember past grandeur in Russia, their present means of support is a boarding house. The motley of international characters who drift hither, along with the family, make up a distinguished work about persons outwardly defeated who are still undaunted, gay and compassionate.

▼

There is no question among critics as to the desirability of R. C. Hutchinson's books. The eager question is, "What is his latest?" The answer at the moment is *The Fire and the Wood*, a novel, whose hero is a hospital doctor in Nazi Germany. This Dr. Joseph Zeppichmann is devoted to scientific research and engages in prolonged experimentation upon a girl patient who to him is merely a "case". Follows a love story, serious, dramatic, unusual.

▼

The Hill is Mine," by Maurice Walsh, transports us to the quiet of a Scottish glen. An American of Montana, young Wayne inherits from his grandmother a croft, situated vaguely in the Highlands, on Lettoch Water, near by the wee Kirktown of Knockindu. With "his heart, careless on top but interested deep down," he searches out his property. He finds it much to his liking. To his liking also are the people, who inhabit the hillsides; the auld laird and his daughter, a canny poacher on the castle estate, and an American family that has bought the castle. Sport there is: salmon and trout fishing; deer hunting; and tussles for supremacy between a stiff-necked Highland pony and the Montana ranchman. And women there are: Scottish, Irish, English, American —take your pick, as does Wayne. The author's descriptions give the feel of "this everlasting Scotland." This for heather: "a purplish effusion touched with smoky blue lay like a veil on the faces of the hills." The book arouses in us a desire to pay a like intimate visit to these wooded braes and "gey bit glens".

▼

Loon Feather, by Iola Fuller. This story of a North American Indian girl, the daughter of Tecumseh, is beautifully related in the first person as by the girl herself. Oneta carries the account of her destiny from the moment she is placed, a new-born babe, in the arms of her grandfather. For had not her nurse, Marthe, recorded this ceremony and the omens attending it, on birch bark scrolls? Throughout her life Oneta's modes of living and of thought are gradually but relentlessly changed by her contacts with the white man. She beholds money for the first time, as the Great White Father in Washington dispenses it to the Indians in return for land he has taken from them. But of what worth is gold to the Indian? In a day it is gone, childishly squandered in the white trader's store. While land, the Indian's native wealth, goes on forever. It is the French voyageur who is the white man of import in this tale. The French mingled freely with the natives, inter-married with them. Oneta's experiences are woven with theirs. She herself had been inducted into life with Ojibway rites on the threshold of a wigwam. She was to see her half-brother Paul carried away to a church to be baptized by a "black coat", while she anxiously inquires of Marthe, "if something could be done to make sure that the baby would also have the protection of the spirits of the breathing wind, the water and the sky, the rocks and the forest, since man must live close to all these." The girl suffers outer and inner conflict, but the truth is beautifully conveyed that members of differing race and tradition may be bound together by ties of friendship, affection and love where there is kinship of spirit. Delicacy, reserve and deep emotion are displayed in this Indian girl's saga.

◆

The name of Della Lutes is associated with reminiscent, and recipe-laden sketches of her childhood home in Southern Michigan. We are interested to see this genial author of *Country Kitchen* and *Home Grown* enter the field of fiction, though we miss the presence of Delly's unpredictable and sometimes cuss-ed father. The novel, *Gabriel's Search*, is set in Michigan back a hundred years. Gabriel himself has traveled on horseback from up-state New York, glad to part company with an uncle who is a pious hypocrite. Now he joins a scattered community of settlers not far from Detroit, where another and more genuine uncle is already established with his family. Gabriel enters into the hardy, homely pioneer life in which isolation, narrow trails, oxteams, bears, Indians, troublesome squatters are everyday realities to be dealt with. Gabriel labors for and achieves material rewards. And there are other quests, less tangible, but quite as vital. How he seeks and finds these, composes this earnest story. There is the same veracity to setting, characterization and dialect that is usual in Mrs. Lutes's writings.

◆

When train Number Sixteen, frisking over the rails with pleasure to itself and all the countryside, has landed the boy Lemuel at the little Ohio station where his grandmother greets him, it can whistle off about its business. For it has given us the opening of Jake Falstaff's book, *Jacoby's Corners*, and we shall not wish to close the book until the final page. The boy Lemuel is paying a summer visit to his grandparents in a community of European peasants planted in Ohio a generation or two ago. Queer people, we might think them, members of a queer religious sect, the Coffee-Potters, whose strange attire and ways awaken curiosity as do those of the Amish, Dunkards and Mennonites in that same region.

At first the city boy is ashamed of his grandparents' odd looks, and way of speech. His grandfather's hat resembles the picture of the SS. Monitor in his history. But it does not take Lemuel long to decide that here are the best people on earth. What he sees and hears and experiences make folksy entertainment. It is the author reliving his boyhood for the rest of us to share with him.

Illusion in Java, by Gene Fowler, is an exciting story with a narrative question at many a turn of the page. At the outset you leave behind your white man's point of view. Ajocks, the youth, is warned against the white man, who, eccentric one, "builds a great house with walls and a roof to keep out the weather. Then he knocks holes in the walls to let in the light and weather again. Next he puts a thing called glass in the holes to keep the weather out but to keep in the light. Then he runs inside and hangs curtains to keep out the light. The white man is crazy." The story opens with a conflict between the need of rice for the body and music for the soul: A father, Paru, has dispensed the family savings, hoarded in a clay pot under the floor of his hovel home, to purchase a beautiful musical instrument for his beloved son, who, like himself, possesses the soul of an artist. The practical mother, Situ, pawns the musical instrument for rice. After the family's wretched home is burned to the ground by the villagers because it has housed a leper, all that is left of the family fortune is a ramshackle water buffalo, who "kneels to the gods and grows a tree on his back." With this "crooked bull" for companion, Ajoks sets forth from his native village to revamp his destiny.

To reach the outside world, he must cross the great arched bamboo bridge. As he approaches this symbol, this rainbow gateway to the boundless beyond, Ajocks "behaves like a first man entering a first world." Music and adventure thrill in his heart. And could there be a tale of the Indies lacking a beautiful girl? Djiji is her name. This romance is written with charm and a story-telling knack. The author went to Java as a casual visitor, was enchanted, and stayed on.

◆

On page one of *Moon Tide*, by Willard Robertson, the Swede does not promise well as the main character of a book. He is being hauled, drunk and unconscious, from the Red Dot saloon by an enterprising Jap who installs him, still 'blotto" as keeper of a bait barge. The place is the coast at San Pedro, California. Although Swede's language, manners and morals are not born of the drawing room or of meticulous scruples, nevertheless we find in him a wholesome and humorous philosopher—though he disclaims anything so pretentious as a philosophy, remarking, "I vouldn't call it that. It yust the vay it seems to me." The combination of plot, original style and the "vay" Swede looks at things makes for enjoyable reading. Deciphering newspapers costs this poor fellow so much mental effort that he ponders why the papers do not save readers trouble by putting at tops of columns simple little notices, "Not Worth Reading" and over advertisements, the note: "Don't read this unless you have $3.95." But he gets out of the difficulty thus: "Vell all I read is the funny pictures and the weather report and they can't hurt you if you don't believe them."

When his Jap employer learned to say the word "money", Swede assured him, "You can take out your first papers now. You speak American." Swede has an amusing habit of cajoling and accusing himself: "Swede," says he, "you are alvays getting me in trouble and then I have to vork us out of it. It vould be a happy vorld for me if I could yust get rid of you." And again: "Swede, you ain't got no more sense than a Norvegian. If you vant to be a damn fool, why don't you go and be it yourself and leave me out of it?" A large chunk of his way of living and thinking is contained in his declaration: "I get a hell of a kick out o' seeing peoples happy." And again: The devils may knock hell out of us tomorrow, but today var a great day and they ain't found no vay to snatch it back from you after you have lived it."

▼

Schoolmaster of Yesterday; A Three Generation Story, 1820-1919, by Millard Fillmore Kennedy and Alvin F. Harlow. Here are Hoosier schoolmasters by the family-full. Even in pioneer days education was not without its professional standards for author Kennedy's father was obliged to pass preliminary examinations. In the first he was asked to state the date of the discovery of America and in the second to give the gender of the following nouns, boys, girls, children and books. Having received a grade of 100%, he proceeded to teach for forty years. And a good teacher he was too.

Early teachers often received their wages from the tuition of students, who paid from 50 cents to $1.75 per term. "If a teacher rounded up as many as twenty pupils, he might amass a cool twenty, thirty-five or fifty dollars in the course of a three month term."

The book is replete with amusing and lively stories.

▼

Trelawny, by Margaret Armstrong, is one more proof that biography can be one of the most entertaining forms of literature. This career of an Englishman includes loves, friendships, philosophies, tragedy, comedy and bravery. All fact; no fiction. Edward Trelawny's existence compassed almost unbelievable breadth of scene and violence of action. He sailed the seas under foreign flags; captured pirates; married the daughter of an Arab chief; fought in the Greek revolution. In the United States, he attempted swimming the Niagara River and he bought a slave in order to set him free. (One of Trelawny's ancestors, John Hawkins, had been the first Englishman to engage in the African slave trade.) He shared the lives and loves of Byron and Shelley. And it was he who undertook the cremation of Shelley's drowned body on an Italian beach. Swinburne, writing a long lament at Trelawny's death, addressed it to the "Heart of hearts".

Books for Many Tastes

A List Prepared with the Cooperation of Publishers—Books for Mental Stimulus or Enjoyment.

Non-Fiction

BELLEVUE, Lorraine Maynard and Laurence Miscall, M.D. $2.50. *Messner*

BOOKS ALIVE, Vincent Starrett. $3.00. *Random House*

CHEMISTRY IN WARFARE—Its Strategic Importance; Hessel, Martin and Hessel. *Hastings House*

CRAFTS FOR FUN, Evadna Kraus Perry. $3.00. *Morrow*

DEMOCRACY AND SOCIAL CHANGE, Dr. Harry F. Ward. $2.50. *Modern Age*

THE DREAM WE LOST, Freda Utley. $2.75. *John Day*

FLASH!—Seeing the Unseen by Ultra High-Speed Photography, Edgerton and Killian. The marvels of Millionth-of-a-second photography with more than 250 half-tones. $3.00. *Hale, Cushman & Flint*

HAVE YOU LOST GOD? Winifred Rhoades. $1.00. *J. B. Lippincott*

I MARRIED ADVENTURE, Osa Johnson, wife of the late Martin Johnson, famous African explorer. $3.50. *J. B. Lippincott*

I MUST HAVE LIBERTY, Isabel de Palencia. $3.00. *Longmans, Green*

LETTERS FROM THE CORSICAN: A Series of Communications from Napoleon to Hitler. *Vanguard*

MANY PORTS OF CALL, Violet Haven. $3.00. *Longmans, Green*

MARRIAGE, William Lyon Phelps. $1.00. *E. P. Dutton*

MRS. MINIVER,* Jan Struther. $2.00. *Harcourt, Brace*

MY LIFE WITH GEORGE, I. A. R. Wylie. "George" is the author's unseen mentor as she writes this unreserved story of her life in London, Germany and America. $3.00. *Random House*

NEW ENGLAND: INDIAN SUMMER,* 1865-1915, Van Wyck Brooks. $3.75. *E. P. Dutton*

ONE FOOT IN HEAVEN, Hartzell Spence. $2.50. *McGraw-Hill*

THE PLEASURE OF YOUR COMPANY,* Frances Lester Warner. $1.50. *Houghton-Mifflin*

PUERTO RICO (Where the Americas Meet), John Thompson, edited by Laszlo Fodor. *Hastings House*

SCHOOL MASTER OF YESTERDAY,* Kennedy and Harlow. $2.75. *Whittlesey House*

SHALL NOT PERISH FROM THE EARTH, Professor Ralph Barton Perry of Harvard University. *Vanguard*

SUSAN, BE SMOOTH, Nell Giles. An oh-so-smart and brightly illustrated handbook of good grooming. $1.00. *Hale, Cushman & Flint*

TRELAWNY,* Margaret. Armstrong $3.00. *Macmillan*

WHERE DO WE GO FROM HERE? Harold J. Laski. $1.75. *Viking*

WHY EUROPE FIGHTS, Walter Millis. $2.50. *Morrow*

Juvenile

Wings Over West Point, R. G. Emery. $2.00. *Macrae-Smith*

River-Boy — The Story of Mark Twain, Isabel Proudfit. $2.50. *Messner*

Red Letter Days, Elizabeth Hough Sechrist. $2.00. *Macrae-Smith*

The Microscopic World, Frank Thone. $3.00. *Messner*

The Gay Poet—The Story of Eugene Field; Jeannette Covert Nolan. $2.50. *Messner*

Bill and Nancy, Mildred Wasson. $2.00. *Liveright*

Fiction

The Bedside Book of Famous British Stories, edited by Bennett A. Cerf and Henry C. Moriarty. The new anthology contains eighty stories by the greatest British authors from Chaucer to Maugham. $3.00. *Random House*

Count Ten, Hans Otto Storm. $2.50. *Longmans, Green*

Fame Is the Spur, Howard Spring. $2.75. *Viking*

The Family,* Nina Fedorova. $2.50. *Little-Brown*

Fielding's Folly, Frances Parkinson Keyes. $2.50. *Messner*

The Fire and the Wood,* R. C. Hutchinson. $2.50. *Farrar and Rinehart*

Gabriel's Search,* Della T. Lutes. $2.50. *Little, Brown*

The Great Crusade, Gustav Regler. $2.50. *Longmans, Green*

The Hill is Mine,* Maurice Walsh. $2.50. *Stokes*

Illusion in Java,* Gene Fowler. $2.50. *Random House*

Jacoby's Corners,* Jake Falstaff. $2.50. *Houghton Mifflin*

The Loon Feather,* Iola Fuller. $2.50. *Harcourt, Brace*

Moon Tide,* Willard Robertson. $2.50. *Carrick and Evans*

Oliver Wiswell, Kenneth Roberts. $3.00. *Doubleday, Doran*

The Ox-Bow Incident, Walter Van Tilburg Clark. $2.00. *Random House*

The Voyage,* Charles Morgan. $2.50. *Macmillan*

The White Cliffs,* (Verse), Alice Duer Miller. $1.00. *Coward-McCann*

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*Titles marked with asterisk are reviewed in the preceding article.

What Is an Activity School?

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MUCH is said today about activity programs, to some they are a menace, to others the saving grace of modern education. One may wonder at times whether the critics and promoters of activity programs are discussing a type of school sufficiently well defined to be recognized under all circumstances. Strangely enough, no one has yet come forward with a title or term identifying the alternative to an activity school or ventured a description of an acceptable substitute for it. The designation "activity" is doubtless applied to certain programs and classes to indicate a type of management under which pupils are permitted, even encouraged, to react to stimuli occasioned by their reading, field trips, classroom experiments and various types of visual education.

◆

Reaction to experience is, in many schools, usually limited to exercises involving oral and written reproduction of materials read and the solution of problems in an arithmetic text book. These may be classed as activities but they are limited in variety and usually rather uniform in their requirement and seldom individual or original.

◆

The true activity program is one that provides for a variety of reactions more numerous than those found in a "speaking-writing" school. A planned activity program puts upon the pupil the responsibility of proving through his work that he comprehends, and that he is developing a variety of techniques for expressing the stimuli that have come to him from reading and observing the world about him.

◆

The activity program likewise puts upon the teacher a responsibility, to train pupils in forms of expression that will supplement their speech and written exercises. Much of this expression can be in the fields of fine and industrial arts, dramatization, rhythms, music.

◆

The activity program is, after all however, only a part of the day's work, for unless there are opportunities for impression through quiet reading, study, observation and individual research, the child will have no opportunity to apply the vital experience acquired through more active pursuits.

◆

The outcomes of free and varied expression are concrete evidence of things seen, felt, heard and understood. Bodily movement for some types of expression is naturally more in evidence than that required merely for verbal exercises. Activity becomes, then, an outstanding characteristic of the school that fosters expression. It should be recognized, however, that physical activities resulting from bodily adjustment to work, movements across the room to secure a tool or a book, conversation when two or more are working together, are incidental and not ends in themselves. The fact that this bodily movement is in harmony with the child's physical nature to be active should not be used as the sole motive for the encouragement of such freedom which, as said above, is not a fundamental purpose of the activity school.

Jumbled Thought-Patterns

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Often what we call "bad grammar" is caused by bad—that is, confused-thinking.

WHY do so many people continually make mistakes in grammar? No doubt there are a number of different answers to this question, depending upon the kind of error and the person who makes it. The reason may be simple ignorance; a person's training or experience in the use of language may have been too limited to furnish him with an adequate equipment. Having only a small working outfit of grammatical forms, he depends upon them in places where they do not belong, because he has no ready command of the other forms which do belong there. Instead of using *was* or *were*, according to the situation, he has not gotten beyond *was*, and so makes it do duty for both. For *who* and *whom*, he has only *who*. He simply lacks the materials necessary for correct expression.

◆

But perhaps it is not sufficiently realized that habits of bad grammar are positive as well as negative. Children grow up in wrong habits of language, not merely because they are *not* taught to express themselves *correctly*, but because they *are* constantly being taught to speak *badly*. The influence of constant example is very strong. Those speakers whose language is the worst are not necessarily those who speak the least—or speak the least loudly or impressively. Their name is legion, and they operate daily and hourly to inculcate the same old errors, and fix them in the minds and reflexes of the coming generations. Crudities of grammar are very largely traditional, and—in this as in other matters—one is sometimes tempted to believe that it is the stupid traditions which are preserved most faithfully.

There is, however, a way of looking at errors in grammar which may make them seem more interesting, more important, and possibly easier to set right. We ought to get rid of the apparently common notion that grammatical correctness is a matter of conformity to somewhat arbitrary rules which have been set down in books. Though certain details, here and there, might occasionally seem to justify such an idea, on the whole it is quite unrealistic. The rules, of course, come after the fact of development. They are nothing but modern, convenient short-cuts to aid in the grasp of a system—*an orderly method of thinking*—which has been worked out through long experience. In general, following this system makes language clearer, more precise, more efficient than it can be if the system is ignored.

Language, then, is not only a means of expression; it is *a way of thinking*. A person's speech or writing indicates the manner in which his mind is accustomed to operating; it tends to show the quality of his mental life. To a large extent at least, it is easy to demonstrate that faults of grammar represent crudity, carelessness, awkwardness, or bungling in the combination of ideas. It stands to reason, of course, that not all such errors are of equal importance; some may appear to make much more difference than others. Our point here, however, is that the analysis of errors in grammar will very often show that the fault is really a confusion of different patterns of thought.

◆

Two thought-patterns which many people frequently confuse are those represented by *prepositions* and *conjunctions*. These two parts of speech stand for quite distinct relationships of ideas. A preposition takes an object, which is a noun or pronoun, and with that object forms a phrase: *in* the *morning*, *at night*, *over* the *top*, *under cover*, *after dark*. A conjunction, on the other hand, marks a construction of an entirely different sort. It introduces a *clause*, a complete statement with a subject and a predicate, which would form an independent sentence were it not subordinated by the conjunction.[1] Confusion between these two classes of words may result in the use of a conjunction as if it were a preposition, or a preposition as if it were a conjunction.

The word *than* is always a conjunction; it cannot be any other part of speech. Always it introduces a clause, though frequently the clause is partly implied instead of being fully expressed. Thus it would seem quite unnecessary to carry out the full comparison: "He is older than I am old." Instead, we commonly say, "He is older than I am," or even simply, "He is older than I."

Otherwise we often avoid repetition by using the convenient word "did". In place of saying, "They arrived sooner than we arrived," we say, "They arrived sooner than we did," or, as in the other case, we can reduce it to: "They arrived sooner than we." That the elliptical form is sanctioned by long usage is shown by the familiar Biblical quotation, "Lead me to the rock that is higher than I."

In this sort of comparison, however, many speakers often go astray. Misconceiving *than* as if it were a preposition, they say, "He is older than *me*." "Me am old" is of course absurd. As in all such cases of confusion, the construction as a whole is not clearly seen.

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[1] We are leaving out of consideration the **coördinate** conjunctions, **and**, **but**, and **or**, which of course do not "subordinate". They are not in danger of being confused with prepositions.

Another misuse of *than* is its employment where no conjunction at all, but a preposition, is required in order to make sense. Negligence is prone to produce this error in connection with the adjective *different*. It appears in such statements as, "This is different than that," or "He always says something different than anyone else would say."

In order to make a coherent expression, *different* needs to complete its meaning with the preposition *from*; things differ *from* each other. The "from" idea is in the very heart of the word. Though in modern English we use it only figuratively, the metaphor is still appropriate; literally to *differ* might be translated "to carry apart" or "to carry away" (from). Whereas *than* suggests measurement up or down on a scale—something which is "more" or "less" *than* something else—the meaning of *differ* evokes another kind of image. It might be represented by a road which forks or branches out in "different" directions. The relationship of one branch to the other is not expressed by "than"; each is going away *from* the other. The distinction between these thought-patterns can perhaps be yet more clearly seen in a statement which includes them both: "Autumn and winter are both *different from* summer, but winter is *more* different *than* autumn is." This makes sense, and conveys an idea which the person who says "different *than*" will not be able to express.

◆

The incoherence of our two previous examples becomes more conspicuous if one tries to think them through. Precision of thought would have produced instead, "This is different *from* that," and "He always says something different *from what* anyone else would say." (*What* is a more compact substitute for *that which*.)

◆

Having observed how a conjunction is misused for a preposition, we may notice how a preposition may be twisted into misuse as a conjunction. No more common error of this sort will be found than the use of the preposition *like* instead of the conjunction *as*. To be sure, we used to be taught that *like* is an adjective (as it fundamentally is), one of a group of "adjectives which take indirect objects": *nigh, near, next, like, unlike,* and *opposite*. At present, however, *like* seems to be generally thought of as a preposition. The difference of classification is of small importance, since the construction is in no way affected; in either case *like* takes an object, which is a noun or pronoun.

◆

Now the confusion of patterns appears in the remark (one can hear such remarks!): "He does it *like I do*." As usual, correcting the grammar will show what is wrong. Since *like* is a preposition, let us try giving it a proper object: "He does it *like me*." The obvious answer to this is that *I* am not a way of doing something. We compare one person with another person, and one way of doing with another way of doing. He *is* "like me," or his *way of doing* is like *mine*, but we should not mix the two categories. The second idea (the one intended, no doubt) is very easily expressed by saying, "He does it *as I do*." It may also be phrased, "He does it *the way* I do," since "the way" is recognized as an elliptical form of *in the way in which*, the five words which are required to translate the two-letter conjunction *as*.

An amusing specimen of this common error may be quoted just as it was heard spoken during a lesson in handwriting: "Hold your pen *like I do*." We can start by making it at least grammatical: "Hold your pen *like me*." This suggests the retort that you are not holding *me*! Suppose, then, that we try correcting this statement as we did the other misuse of *like*, by substituting *as*: "Hold your pen *as I do*." The answer to this is that "I" am not holding *your* pen. The only satisfactory form must be: "Hold your pen as I hold mine (or the way I hold mine)."

◆

Lack of precision in the drawing of comparisons made it possible for a Nature-worshiper to announce that: "Nature has feelings just *like* people do." One can only guess at what the expression means, for it does not represent clear thinking. The intended idea might have been simply that "Nature has feelings *as people do*." That is, Nature and people both have feelings *in the same way*, though not necessarily the same feelings. But perhaps the real thought was rather that the two are alike in the *fact* (not the manner) of having feelings: "Nature, like people, has feelings." On the other hand, one might suppose a meaning which would be precisely expressed by saying: "Nature has feelings *like those* of people." Here the feelings of the two are compared; they are alike to the extent of having the *same kind* of "feelings".

Many illiterate distortions of idiomatic language will reveal a confusion of different thought-patterns, if one stops to analyze them. Not infrequently one may hear the remark: "We had him *up to* our house," which shows a muddling of *took* (or invited) him *to* and *had* him *at*. The annoyingly common expression "up until" is evidently a confusion of *up to* and *until*; the "up" is quite superfluous with *until*, and could hardly be used with it if the meaning were clearly in mind. Occasionally one hears the incoherent combination "in regards to", which no doubt results from the mixture of *in re-*

gard to and *as regards.* Probably a good many people (including respectable authorities) would defend "let him alone" as being established by usage as an acceptable idiom, but it seems to involve a fundamental confusion. It is one thing to *let* a person *be* (at peace, undisturbed), though you remain with him, and another to *leave* him *alone.*

◆

At almost any ball-game or other athletic contest nowadays, one's ears are likely to be assailed by the exclamation, "Look at him *go*!" This is of course incoherent grammar; "him go" cannot be the object of *at.* It is possible to "look at him *going*", though the construction is somewhat awkward. The two perfectly simple ideas which have become entangled here are those represented by "Look at him!" and "*Watch* him *go*!" or "*See* him *go*!"

A similar error may be observed every now and then in the use of *listen.* Thus we read in the news that the President, whose train had been pulled into Washington by a new electric locomotive, "spent ten minutes *listening to . . . the engineman explain* the mechanism that had carried him back from New York."[2] Really, of course, if the President "listened to the engineman," he *heard* him explain the mechanism. Like the "him go" which we saw as the would-be object of *at*, "engineman *explain*" will not complete a coherent phrase with *to.* The same confusion appears in the advertisement of an effervescent drink: "Listen to it *fizz.*"

◆

It might seem reasonable to suppose that the most complete misuse of a preposition is the omission of it altogether when it should be used. Here the confusion is not between a preposition and some other part of speech, but between a thought-pattern which does call for a preposition and one which does not. This is in fact a very common error of grammar. It occurs, for instance, whenever the noun *place* is used as if it were an adverb, as it frequently is in the conversation of careless speakers. One hears such locutions as:

> "I looked every *place for it.*"
>
> "We must have left it some *place* in the house."
>
> "They could not find it any *place.*"

Carried over into writing, this crudity of grammar sometimes results in such illegitimate words as "everyplace", "someplace", or "anyplace". Now of course a person does not "look a *place*"; one looks for, or leaves, or finds whatever it is, *in* or *at* a place. Moreover, our language includes in its equipment a complete set of adverbs for expressing the idea of "place" *plus* the appropriate preposition:

> "I look *everywhere* for it."
>
> "We must have left it *somewhere.*"
>
> "They could not find it *anywhere.*"

The crowning achievement in this variety of incoherence is a phrase which has been much overworked in the last few years: "going places". As if one could "go a place"! We do not "go school", "go church", or "go theatre"; we go *to* those places, of course. There *are* languages in which the verb most nearly corresponding to our *go* really means, by itself, "go *to*", and therefore takes a direct object. That is why foreigners of certain nationalities, translating their own idiom literally, say "I am going church," or "I am going Detroit." But the English language does not happen to be built on exactly these lines.

(We do have expressions like "go native" or "go insane", but these have nothing to do with our present case. In these, *go* has the meaning of "become"; it is practically another verb entirely. Equally different is the colloquial use of *go* to mean "endure", as in the sentence, "I can't go spinach." Such special idioms, however, have no bearing upon the point we are discussing.)

◆

This notion that we can "go places" has had an astonishing vogue. Among the answers to a questionnaire sent out in 1932 by the publishers of Webster's Dictionary, *to go places* was indicated as one of the expressions "most annoyingly overused or misused."[3] Since then, this crude phrase has been conspicuously displayed—even without any quotation-marks to disclaim editorial responsibility—in advertisements,[4] in titles of magazine articles, and on the covers of prominent periodicals.[5]

◆

As matters now stand, this expression apparently belongs to the popular slang of the moment, and slang is not especially remarkable for adherence to any sort of correctness in grammar. Neither is it remarkable for definiteness of meaning; slang terms are notoriously vague. So "going places" is less precise in meaning than the other expressions for which it is substituted by those who use it. In advertising or in magazine articles, it has generally been used to mean *travel* or *touring*, and seems to stand for the idea of "taking a long trip."[6] In common parlance, however, it has covered such minor movements as attending theatres, night-clubs, or picnics. In fact it has stood for every kind of social activity formerly known as "going out", "going about", or "running around". These last-named expressions are loose and general enough, to be sure. They might themselves be classified as at best on the borderline of slang or colloquial speech. As usual with such language, the figures which they involve are not particularly apt—"running around", for instance. Yet at least they are not ungrammatical. The pictures may be vague, but they are not blurred. The patterns of thought are not confused. These older phrases are separated from "going places" by a considerable difference in quality of language, a kind of difference which in the long run may amount to a great deal.

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[2] New York Times, March 3, 1935.

[3] **Word Study**, pub. by G. and C. Merriam Co., March 1932, p. 2.

[4] e.g., full-page automobile advertisement, **Literary Digest**, June 13, 1936, p. 19: "Go places more comfortably."

[5] **Going Places**, by W. D. Boutwell, **Journal of National Education Association**, March 1934, p. 79. Also cover of **Literary Digest**, Dec. 14, 1935, and page-title, p. 27 of same issue.

[6] **Journal of the National Education Association**, March 1934, p. 79.

Remaking the Curriculum

WILLIAM C. McGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

THERE are many theories or ideas concerning curriculum building. At one extreme is the theory or attitude that there is no need for the teachers of a comparatively small school system to spend time and effort on making courses of study because good courses of study can be bought. At the other extreme is the theory of the curriculum experts among the professors of education in some of our leading institutions of teacher training. This theory is that there must be an elaborate organization for curriculum revision. The organization must be permanent even though its personnel changes from time to time. There is a general chairman of a central or coordinating committee. An expertf on curriculum revision is engaged from outside the school system whose services are paid for by the board of education. Committees of volunteer teachers are selected to work on courses of study in their own fields. Specialists in subject matter and methods are brought in from teacher training institutions as consultants. Their services are paid for by the board of education. Teachers who work on courses of study are released from their regular duties for curriculum work.

◆

Between the two extreme theories lie the procedures that are practicable and that are actually used in curriculum building. In theory all teachers are interested in curriculum work and are willing to work on courses of study. Actually that is not so. Membership on curriculum committees entails much extra work, work that must be done *after* regular school hours. It is the exception rather than the rule that members of curriculum committees are excused from regular school duties in order to do curriculum work.

The services of outside subject matter specialists and methods experts are not made available except in very rare cases. Curriculum revision or curriculum building if accomplished at all in the average school system must be accomplished by the local personnel. No one should accept membership on a curriculum committee unless he or she is willing to work.

◆

Another theory or idea widely expressed in professional literature on the subject of curriculum revision is that teachers and supervisors everywhere demand active participation in curriculum work. That is good theory. It would be good practice if it were common practice, but it is not. I don't know of any school system in which effective curriculum work has been done unless the superintendent of schools has taken the initiative.

Curriculum revision procedures should be democratic procedures to the greatest extent possible. In theory the services of teachers, principals and supervisors in making or revising courses of study should be on a voluntary basis. In practice that theory doesn't always work. I subscribe to the idea that no one should be compelled to work as a member of a curriculum committee. But there is a great difference between depending entirely upon volunteers for curriculum workers and the practice of setting up a curriculum revision program through appointment by the superintendent of schools or by a small committee. All professional theory to the contrary notwithstanding the superintendent of schools is the individual responsible for the inauguration of a curriculum revision program and for getting the work done. He can appoint a small committee selected from among the principals, supervisors and teachers and delegate to that committee the function of appointing the other necessary committees. Or the superintendent can appoint all the committees after consulting with his administrative and supervisory staff.

There are in every school system teachers, supervisors and principals who are willing to serve on a curriculum program. A considerable number of them would respond to a call for volunteers but over a period of years necessary for building up tentative courses of study the volunteer system would place seventy-five per cent of the work on the shoulders of twenty-five per cent of the staff.

In building a course of study there is always a temptation to use the scissors and paste procedure. The fact that there are many good courses of study that can be bought at prices ranging from 25 cents to $2.00 a copy suggests to some curriculum workers the easy way of building a course of study by using the best planks, splinters and parts of several courses of study and that the result will be a super excellent product. Anyone with knowledge of curriculum construction knows that the poorest course of study is the piecemeal product of the scissors and paste procedure.

* * *

There is no one best way to set up and conduct a program of curriculum revision. There are writers and teachers on the faculties of teacher training institutions who think they have developed the best curriculum production plan but research reveals that none of their "best plans" is used in its entirety in any curriculum production program in operation in a school system.

Curriculum work cannot be reduced to scientific procedures. The principal reason for this is that teaching is not a science. Teaching is more an art than a science and the foundation of the curriculum is philosophy. Science has its part in curriculum construction because the scientific method is involved in the testing and evaluation program. But when the testing is completed and the data scientifically compiled and subjected to scientific statistical refinement science cannot tell us what to do. At that point philosophy must be used to determine what to do. A result of the use of scientific method and research may be that we know that the educational achievement in grade six is below standard and that there is low correlation between pupil intelligence and educational achievement. But the decision on what to do about it is philosophy.

The supervisory staff will be able to build up a wider and more intense interest in curriculum work by presenting to the teacher the need for better local courses of study. It is always possible to get some authority on curriculum building to come and address the teachers on the importance of courses of study and the professional advantages that come to a school system and to the teachers individually from making their own courses of study. Supervisors and good experienced teachers nearly all agree that participation in curriculum work is good professional training.

* * *

In Perth Amboy we have had an active curriculum program for several years. No member of the professional staff has served on courses of study committees under compulsion. All members of committees for the elementary grades have been appointed by the superintendent of schools. Chairmen were appointed first and then the various committees were appointed after consulting with supervisors, principals and the chairmen.

On several occasions individual members of committees have been excused from committee membership at their request because of illness or other good reasons.

* * *

A course of study is never completed. All our courses of study are tentative. Curriculum construction must be a continuing procedure. The time spent in making a tentative course of study has varied. The time has ranged from one year to five. Nearly all of the time devoted to curriculum work is outside of regular school time, after school time but no Saturday meetings. A large part of the research work has been done by supervisors, some by principals and teachers. And let there be no mistake about this: Curriculum work requires considerable research if the product is to be valuable.

One thing which must be avoided in the research is the acceptance of common practice as good practice. Many a research worker has carried on investigations, assembled data and found that certain practices were common in a very large number of the cases studied. He has then accepted common practice as good practice. Some common practices in teaching are poor practices. "In the first six grades pupils learn to read and in grades seven and eight they read to learn." A result of that idea is that most schools have no regular classes in reading in grades seven and eight. The omission of the teaching of reading in grades seven and eight is common practice. It certainly is not good practice. That fact has been shown conclusively in several investigations of the reading abilities of high school and college students.

During the past eight years the Perth Amboy curriculum revision program has produced tentative courses of study as follows:

Arithmetic—Grades Kgn-3
Arithmetic— " 4-5-6
Arithmetic— " 7-8
Citizenship & Government
English—Grades Kgn-3
Fine Arts—Grades 9-12
Household Arts
Physical Education
Reading—Grades Kgn-1
Reading—Grade 2
Safety Education—Grades Kgn-3
Safety Education— " 4-5-6
Safety Education— " 7-8
Spelling—Grades 1-2-3

The most important thing in curriculum building is the realization of a need for better courses of study for the local school system. The thing second in importance is a strong conviction on the part of the supervisory staff and the best teachers that participation in curriculum work is good professional training. The thing next in importance is organization.

Only an enlightened and self-disciplined people can hope to maintain the democratic way of life.

Where They Sought Advice

ROBERT TYSON
Department of Psychology
Hunter College
New York City

Undergraduates baffled by problems of a personal nature did not turn to experts—but where? And why?

MENTAL hygienists and guidance officers can now look with increased assurance at the background and experience which has prepared them to deal with student problems. They can take satisfaction in the actual number of students they help. Nevertheless two interesting questions may be asked.

How many students need such help but do not come for it? Exactly how do *these* students face their problems?

To throw light on the questions mentioned ninety Hunter College students, most of whom were sophomores, submitted to a brief questionnaire study. Participation was voluntary and anonymous.

The first instruction was: "Think over the past three years and decide what has been your ONE most serious problem, solved or unsolved. This is not a study of medical or financial problems. If your one most serious problem was medical or financial, then decide which other ONE problem was next in seriousness, and use that problem in this study."

Subjects were asked to place a check-mark next to the category into which the one problem mentioned above fitted best. The figure at the left of each category shows the number of check-marks it received:

(40) Personality problems. Worries, fears, guilt feelings, inferiority feelings, conflict with family, concern about getting along with others, not understanding oneself, etc.
(23) Choice of vocation
(8) Choice of vocation gram of study
(6) Getting out of a difficulty
(5) Methods of study
(4) Making a schedule, getting things done
(2) Political questions
(2) Other problem

90

Type and Distribution of Problems

The kinds of problems indicated, as well as the frequency of their incidence, are quite similar to the situation revealed by college research elsewhere. The present group is, in this respect, roughly representative of contemporary college groups in general.

The next instruction on the questionnaire was: "Place a check-mark in front of the ONE that has helped you most with the ONE problem mentioned above." Again the figure at the left of each category shows the number of check-marks it received:

(24) Friend or friends
(19) Mother
(8) Self
(7) Other relatives
(6) College teacher
(4) Sister
(4) College guidance bureau
(3) Book, books on subject
(3) Course, courses on subject
(3) Brother
(3) High school teacher
(2) Father
(2) None
(1) Physician (Not high school or college)
(1) Priest, minister, rabbi
(0) Psychologist, social worker, vocational counselor (not high school or college)

90

Sources of Most Help on the Problems

These figures bring home some interesting information.

Professional counselors have played a negligible part in helping these students, in spite of the fact that they live in a city that offers, by comparison at least, a maximum of facilities, public and private. Who *did* help them?

The rank order of Table II speaks for itself, with friends and a parent far in the lead. If the categories, "Friend or friends", "Mother", "Other relative", "Sister", "Brother", and "Father", are grouped, they account for 59 out of 90 check-marks, or over 65% of them!

Perhaps some will say, "How pleasant! How homey! That's what friends and relatives are for!"

The reaction might more appropriately be, "It's a bit too much like asking any friend or relative to do an appendectomy!"

◆

Note that the problems concerned in this study are the students' most serious ones. Note that they are overwhelmingly problems of personality adjustment and vocational guidance—highly technical matters. No practitioner feels qualified to deal with them without years of study and an interneship under competent direction. Then note that the greatest amount of "help" has come from individuals who are not only unschooled in the subject, but with personal involvement that would tend to make a farce of objectivity.

Admittedly not all the problems could have been intensely serious.

Ninety students took part in the study and each was asked to report the most serious problem without regard for its degree of concern. But what personnel worker would be willing to say that the greatest single problem occurring to a student during three years could not bear, without waste of time in most cases, a one-hour interview with a qualified consultant? How many personnel workers would concede to friends and relatives in general sufficient detachment, self-understanding, psychological knowledge, and psychological experience, to deal effectively with such matters?

It appears likely that most guidance is being given by those least qualified. And why?

▼

In the first place the social norm is practically faultless adjustment. It is "peculiar" to have personality problems. One conceals them. One behaves as if one were well-adjusted. Psychology instructors are familiar with the hilarity that greets some items on personality inventories. They were defensively laughed off as problems that might be present in the "abnormal", but certainly not in us!

It just isn't proper to have personality problems. It's quite all right to have sinus headaches or a weak heart. But the few individuals who do seek professional help for personality problems often conceal the fact as if it were a stigma. They slink into a consultant's office as if their act were a confession that they have one foot in the insane asylum. They prefer to confide in friends and relaties.

And here is a task for education. Early courses in personality, in elementary school, high school, and college, can demonstrate clearly that "all God's chillun got problems"—that a problemless individual is a museumpiece worthy of an admission price.

▼

Mental hygiene clinics, public or private, can be publicized as usual parts of the community. Conferences with their staffs can be as innocuous as visits to the dentist.

Professional associations of counselors can abandon their coy version of ethics, which has to date prevented most people outside of such organizations from hearing about their work. Interesting, usual case histories released to the press could do much.

In fact, personality problems can be made respectable!

Why Are Ex-Teachers Such Fools?

CHARLES J. DALTHORP
Superintendent of Schools
Aberdeen, South Dakota

A MEMBER of my Board of Education asked me that question last summer when the Board was in the midst of a campaign to vote bonds for the erection of two new elementary schools. Three married ex-school teachers led the opposition in an attempt to defeat the issue. One of the group had been a primary teacher in Aberdeen, one an intermediate teacher in one of the ten largest cities in the United States and the third a high school teacher in Podunk Center. Two of them had served as presidents of the Parent Teachers Association, while the other had been an indefatigable worker with the same group. This trio's profound intelligence and experience gained in three types of school situations was pooled to enlighten a benighted public citizenry about the pitfalls of the ill-charted paths through which they were being directed by a none too well informed Board of Education and an overly enthusiastic and impractical school administration. Since the results of the bond election was seventy-one per cent in favor of the issue, their charitable and voluntary advice could not have been considered too valuable.

I have wondered since that experience why three individuals, none of them with anything but classroom teaching experience, could set themselves up as modern Solomons capable of advising the public on interest rates, bonding limits, school building needs and population trends. No satisfactory answer seems available except that too often ex-school teachers oppose almost everything proposed by school administrators and boards of education.

▼

In 1933, the most difficult of the depression years in South Dakota, it became necessary to reduce the local school budget. During the summer months after the Board of Education had slashed the school tax budget thirty-two per cent and had cut teachers' salaries more than twenty per cent, a group of so called "tax leaguers" met with the Board to demand a further reduction of fifteen per cent in the tax levy. When they were asked where to effect reductions, their unhesitating reply was, "Cut teacher salaries another twenty per cent."

▼

Perhaps it was a mere coincidence that the three leaders of the "tax leaguers" were husbands of ex-teachers who had enjoyed the fabulous salaries of the halcyon days of the early Twenties. Since that time I have wondered whether the husbands' actions were jealous

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reactions of an unemployed spouse who would like to return to her pre-marital financial status or whether the husbands had judged human values through the emoluments their wives received for services rendered before marriage and had concluded they bargained for too much blue sky.

▼

I shall always remember a sharp-faced, red-haired, scatter-brained garrulous biddie that was saddled upon this community in the early Twenties. Since she was the wife of a manager of a chain organization, happily her time here was of short duration. During the few months the community was blessed with her presence she proved herself one of the most dynamic feather-brained crusaders the populace had ever encountered. She posed as one of the best ex-mathematics teachers one of the larger Eastern cities had ever possessed. By virtue of her experience and background in the field of mathematics she felt qualified to be the color bearer in a self-instituted crusade to eliminate achievement and intelligence tests from the school program. Charges of guinea-pig experimentation, fad education, and worthless expenditure of public funds was brought to an abrupt end when the president of her husband's chain organization decided that the family services would be valuable in another city.

▼

Another plump-faced, soft-spoken, matronly individual with an elite Eastern accent added much to our educational assets. She was the wife of a public service employee and had taught in a select girls' school of the East before she married and came west on a crusade to educate the natives. Her pet drive was concerned with employing married women teachers with families. She contended that parents would have a more profound understanding of child problems than unmarried teachers. Home service, educational meetings, letters to the local editor and speeches whenever the opportunity presented itself carried her philosophies to the type of people that most needed her help and guidance. Her fantastic activities were terminated when her husband lost his position and the family returned to the intellectual land from whence they came.

▼

Still another ex-teacher who was married to the postmaster was constantly a thorn in the flesh. She attended and voiced her opinions at public forum meetings, was present and talked at Parent-Teacher gatherings, and frequently conferred with the Board of Education. She was always concerned about political preferences of the teaching staff. Of course she was opposed to any political implications in the schools unless the implications were reflections of intelligence which at that time epitomized the Republican Party. During recent years three small children and a husband employed through Democratic Relief have reformed that lady.

Almost any superintendent of schools could extend the list indefinitely. True, not all ex-school teachers are like that, but why are so many that way? As long as they are members of the teaching organization and draw good salaries they are loyal to education, support its organizations and ridicule the actions of those who do the same things too many of them will do later. One of the stoics of my community aptly summarized their attitude, "They are sick of their marital bargain; they are jealous of any successor that can do the job of teaching as well as they have done it; they want the financial independence of their pre-marital days; and time rests heavily upon their hands."

Teaching Democracy a High Task

It need not be drudgery, nor will it be, if the teacher truly understands its meaning.

FRANCIS ROY COPPER
Northern State Teachers College
Marquette, Michigan

THE teacher because of her position has a very great opportunity to serve the cause of democracy. The school with its ideal of the education of all the children of all the people is in itself one of the greatest of democratic institutions. The school playground with its equal rights for all is the cradle of American democracy.

◆

But, first of all, let us see what is meant by the term "democracy". Since our forefathers set up our democracy, let us see what their conception of the term was. Their chief ideas were expressed in three great state papers, namely, the Declaration of Independence, the Ordinance of the Northwest Territory, and the Constitution of the United States. In the Declaration of Independence they declared that all men are created equal and are entitled to the inalienable rights of life, liberty, and the pursuit of happiness. Here we find the central core of democracy—a recognition of man's sacred rights. In the Ordinance of the Northwest Territory they made provision for free men, free speech, and free worship—the corner stones of any true democracy. In the Constitution of the United States they advocated providing for the common defense, the establishment of justice, the promotion of the general welfare, and the securing of the blessing of liberty to themselves and their posterity. In short, the purpose of the Constitution was, in the language of Sol Bloom, the perpetuation of "American liberty by uniting the states in a firm union."

◆

While any hard and fast definition of democracy is rather difficult to formulate yet it is pretty well agreed that it means a way of life, a philosophy of living, a form of government. It stands for the entity of the individual and for his right to think independently and fearlessly and to worship without fear of molestation. It presents opportunity for all to participate in its functions and to achieve through their individual worth. Abraham Lincoln, as he stood on the historic battle field of the Civil war at Gettysburg, closed his incomparable address with one of the finest characterizations of democracy we have ever had when he referred to it as a "government of the people, by the people, and for the people."

◆

Since our forefathers established this nation upon these fundamental rights of humanity, the least we can do is to preserve it intact. Democracy everywhere is being vigorously and insidiously attacked today. While no thinking person can say that our democracy cannot fall, we must all resolve that it *must* not fall. One of the prime requisites of an enduring democracy is the enlightenment and education of its citizens. Since the schools are the institutions set aside specifically for this purpose, they must be considered our first line of defence; and since the teacher is the greatest factor in the school, the perpetuity of our democracy rests largely in her hands.

◆

The teacher should believe vitally and enthusiastically in our form of government. She should see in her work the splendid opportunity for strengthening and instilling in the minds of children both by precept and by example the ideals of democracy at its best. She must lead the children to understand and appreciate the fine form of government under which they live and to enjoy their opportunities of freedom under its laws. It is time to teach without apology the desirability and the superiority of our form of government. Pride in being a citizen of this great Republic should early be planted in the mind of every child. Of course, it is not enough to inspire him with an appreciation of his government, he must be led to early accept a responsible part in it. Children should be led

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to see the need for social cooperation and for obedience to law. Through the curriculum the teacher can stimulate some of the great cardinal principles of life which, of course, are also the principal objectives of education. Another thing that is very essential to a democracy is the mental and moral health of its citizens. The social sciences offer an excellent opportunity to this end. The teacher can help to make the life of the child more abundant and rich in the right use of his leisure time, and no one who uses his leisure in a wholesome and constructive way is a threat to democracy. The free and frank discussion carried on in the classroom and the proper respect for the opinions of all make for the real spirit of democracy.

The teacher can lead the way in a broader interpretation of democracy as times and conditions change, making it plain that democracy is a changing and not a static thing. She can encourage the children to think for themselves and to participate in the discussion of national and international problems. She must be first of all a good American citizen herself before she can be a good teacher of democracy.

Since so many of our higher institutions of learning are so honeycombed with various "isms", it behooves the teachers to encourage clear, unemotional, logical thinking. For this attitude of mind will prevent the child from being easily deceived by propaganda. Perhaps the greatest threat to our form of government is the conversion of liberty into license, or in other words, the abuse of democracy. We can all learn a valuable lesson from the late Michael Pupin, who states with pride that he brought to this country a "knowledge of and a profound respect and admiration for the best traditions of his race." If our boys and girls can be imbued with the ideals of the best traditions of our country, democracy is safe. One of the ideals to be most highly treasured is liberty under law, for, after all, what is law without liberty? And liberty without law is anarchy. The teacher must be democratic in her attitude toward the public and in her dealings with the children. The child must be allowed to use as much self-government as his level of development warrants. He must be led to discipline his emotions. The teaching of democracy must no longer be a passive thing, but rather it must be aggressive and dynamic. There are really few things that will pay higher dividends in patriotism than an intelligent investment in democracy.

Jones Boy Reports to Office

HARRY S. CLARK
St. Paul, Minnesota

How to adminster discipline so it will "stick" . . . Here's one method, graphically sketched.

ONE method of discipline that deserves attention by harassed school principals may be dramatized as follows:

Act I.

Scene: Average school principal's office.

Irate Miss Smith: "Well, I had to bring that Jones boy to see you. I just can't do a thing with him. He swears and is insolent, and he is just a no-account boy. I left him outside".

Principal: Send him in here to to see me".

(Boy comes in with a scowl and a slightly dirty face).

Principal: "Son, you look hot and tired. Go wash your face and hands in my wash room and then we will talk things over".

(While the boy is washing his hands).

Principal: "I must see Miss White for a few minutes. If the phone rings I wish you would answer it and call me. There is a magazine on my desk you might enjoy.

(A National Geographic).

Principal leaves room and the boy continues to wash hands and face vigorously. Then he comes to the desk, looks around and picks up the magazine.

Principal (returns): "That's a swell magazine, isn't it?"

Jones boy: "Yes".

Principal: "We have that in the school library, so any time you want to see a copy you can get it there". "Do you play ball"? "What position"?

Jones boy: "Short stop".

Principal: "I always played center field". (More conversation about baseball generally. Some talk about present day heroes, Babe Ruth, Gehrig, Di Maggio or Bob Feller).

Principal: "What are you planning to be when you are grown up"?

Jones boy: (may mention baseball, policeman, fireman, or he may be indefinite).

Principal: (Should the boy mention fireman). "Have you any friends whose fathers or brothers are firemen"?

Jones boy makes some comment showing that he has some knowledge of their duties.

Principal: "Well, that is a good plan, but I want you to realize that a position like that is generally filled by civil service rules. Have you ever studied about them"?

Jones boy: "No! What are they"?

Principal: "Whenever there is an opening for a position they hold an examination and many young men come there and answer many questions about the city, about history, geography and some arithmetic. They also must pass a rigid physical examination. Can you climb ladders without feeling dizzy?"

Jones boy: "Oh, sure! I am never dizzy or anything".

Principal: "How about the written examination, geography, history and arithmetic? Can you pass that"?

Jones boy: "I dunno. I never thought of that".

Principal: "Tell me more about yourself. What does your father do"?

Jones boy: ————

Principal: "Is he working now"?

Jones boy: ————

Principal: "How is your mother"?

Jones boy: ————

Principal: "Have you any brothers and sisters"?

Jones boy: ————

Principal: "How many rooms do you live in"?

Jones boy: ————

Principal: (After he has a good picture of the whole situation) "Did you ever think that a schoolroom was like a ball game? Every one gets a chance to bat and if you know your stuff you get a hit, or probably a two-bagger. Then if you haven't studied your lesson you get called out on strikes. Then sometimes the umpire makes what you think is a rotten decision. What do they do in a ball game when they think the umpire is unfair? Do they all quit playing?"

Jones boy: "No. They beef about it".

Principal: "Yes, they will kick about it and then the game goes on. Well, that is what we do in school. We all play ball and do the best we can. If we fight the umpire, he throws us out of the game. Isn't that so"?

Jones boy: "He sure will".

Principal: "Now if you can always keep your mind on that fireman job I am sure you will make a better man while you are in the school room. I am anxious that you get your turn to bat, but I am doubly anxious that you make a hit or a home run".

Jones boy: "I never thought of it that way before".

Principal: "My big job is to see that everybody gets a square deal, and that every boy, little and big, does his very best so he will get that job he wants to hold when he grows up. How about it? Can you do your part"?

Jones boy: "I guess I can".

Principal: "Well I know you can, and let's go ahead and make a hit. Your parents want you to make good, so we will shake hands on it". (shakes hands). "Before you go I want you to remember one of my rules. Everybody who leaves my office has to leave it with a smile. I want a smile from you now and every day. When you think you are not getting a square deal, don't beef about it, but come and see me and we will have another chat". "Will you remember that"?

Jones boy: "I sure will".

Principal: "Some time today when your teacher is alone, I want you to tell her we had a fine talk, and that you think you can do a better job hereafter, or something like that. Will you do that"?

Jones boy: "Yes, sir".

Principal: "All right, that's a fine way to talk. Now remember, leave this room with a big smile. Goodbye.

Jones boy: ————

Act II

Principal should call this boy in for a conference a week later and find out how he is succeeding.

Act III.

These visits should be continued until this boy is habitually well mannered and a good student. A home visit may be necessary, or a change of program.

Curtain.

(The curtain never goes down on plays of this type).

Winshipisms

Preserve your own standards but maintain the highest respect for the individuality of your pupils. In that individuality may lie the germs of greatness.

◆

Read professional books persistently.

◆

Make due allowance for the natural characteristics of pupils. Some have learned more who get 70 per cent than those who have 100 per cent.

Classroom Clinic

By GARRY CLEVELAND MYERS, PH. D.

Readers are invited to consult Dr. Myers freely through this department.

Why Read to Young Children?

Q. Sometime ago you advised reading to the pre-school child at home. Will you explain why?

A. Reading to the tot fires his imagination, gives him facts and helps him gain in verbal expression. It gives him patterns of speech, enriches his vocabulary and furthers his reading readiness.

Note-Passing

Q. Some of my pupils often pass notes in the classroom. Sometimes these notes are obscene. Should I intercept these notes?

A. As a rule, no. You might find interesting reading, but your intercepting would hardly stop note-passing. Rather it would drive the practice to more secrecy and attractiveness for the children. I should treat a note in the classroom as I would treat another person's letter as a private, personal matter. But if I observed frequent passing of notes, I should try to lead the children concerned to see it as a "small child's trick," and that in our school we don't do things so babyish. Once my pupils were convinced that I would treat them with due friendliness, respect and fairness, I believe they hardly will care to engage in secret communications. Try to cultivate a wholesome group spirit in your class, guiding the children in desirable activities while at work and play.

Infantile Speech

Q. I have a child in the first grade who does not talk plainly. She fails to make certain sounds of words correctly. How can I help her?

A. As a rule, children of this type have been babied at home and their parents have treated their baby talk as "cute." The children usually have not played freely with other children their age. Your main problem is to help this child mingle happily on the playground and to induce her parents to encourage her to enjoy normal social play at home.

After the child has grown somewhat at ease among her playmates at school, I suggest that at favorable intervals, without causing the child to be unduly self-conscious, you have her say after you certain words which involve the sounds she has difficulty with. You might properly choose appropriate rhymes and sentences for this and sometimes make it an activity of the entire class, in concert. The other children need not know why it is being done.

The Pre-School Years

Q. Parents of children one or several years too young to attend school sometimes ask me for advice on how they might best prepare their little child to get on well later at school. What are some of the suggestions which I as a teacher might wisely make to these parents?

A. Cultivate good health habits in the young child holding him strictly to essential routines. Train him early in self-care, self-reliance and responsibility. As soon as he begins to toddle teach him the unambiguous meaning of NO (rarely heard by him), use the hand at the proper place when necessary—for safety, regard for the rights of others and respect for constituted authority.

Make the child feel he is loved,

wanted and worthy in the family. Encourage him to play freely with many other children his own age, settling his own quarrels, fighting his own battles. Be generous with affection and deserved approvals, but miserly, though consistent, with punishment.

Answer all his questions kindly and listen patiently to what he has to say. Never laugh or grow angry at his utterances or mistakes. Treat him as a sacred personality, trying always to put yourself through your imagination in his place, seeing a little as he sees, understanding a little as he understands, and feeling a little as he feels. Read daily to the child from his second year onward indefinitely. Provide him with ample simple playthings and tools and encourage his creations with words and things.

A selected list of books which you might wish to recommend to parents of the child not yet old enough for school may be had by writing me in care of The Journal of Education enclosing a self-addressed envelope with a three-cent stamp on it.

The Skirt Clinger

Q. What can I do with a child in the primary grade who at recess always hangs around me, expecting personal attention, and is over-eager to do things for me?

A. This child has been too dependent on adults at home and has lacked a normal play life with other children his age. You should be kind to him, but should not have him do more favors for you than you allow the average child of your room to do, else you will cause him to grow more dependent on you and less adapted to his classmates, who will call him "teacher's pet" or "sissy." At recess you should require him to go to the playground when the other children go. You should be on the playground too, to guide him and other social misfits so they might gain in play skills and social adaptation.

All in the Day's Work

Everett V. Perkins
Principal of Cony High School
Augusta, Maine

Tonight I Failed

I told a story at the club dinner table. It was a new story and it came to me from the lips of a good man. It was not in my opinion a bad story. I never tell a story that reflects upon woman's chastity, which I believe to be one of the corner stones of our civilization. Still my story was a little off color.

The men at the table were considerate enough to laugh. And then the others had their stories, each trying to outdo the rest. Before the round was completed all restriction was off. The conversation throughout most of the dinner hour was discreditable and I was the one who started it off in the wrong direction.

Never again!

One may ask what this has to do with the "Day's Work." Just this: it is a part of the day's work of every high school principal to uphold his personal and professional dignity. Tonight I failed.

Night Football

Several high schools in Maine are trying out night football, which I understand is having a wave of popularity in some sections of the country. There has been some agitation to have lights installed here but we are hesitant. We are thinking about the matter but before acting we wish to take time to study the results in other places.

Last night I attended my second game on a lighted field. My present reaction to the plan tends to unfriendliness.

My eyes are sore this morning and others complain of the same trouble. It might be possible for the lights to be so arranged that the spectators would be more favored but the more satisfactory the lighting the greater the expense. There is no standard and, if night football gets to be the fashion, it will be the practice in many places to get along as cheaply as possible for the sake of net profit. Our schools, which have so much difficulty with eye trouble, certainly should do nothing to increase it.

To get outdoors in the daytime to a football game is a fine thing for the health of young and old. Even though the crowds on the bleachers are not exercising, they are filling their lungs with fresh air. If there are any bad germs floating around, the sunlight is likely to destroy them. Going out into the night, however, is a different proposition. Last evening spectators everywhere were shivering, the members of our band could hardly play their instruments, and the boys on the field had difficulty in hanging on to the ball. This morning I am trying to throw off a cold. The temperature of fall evenings in northern lattitudes is too low for football.

A night crowd seems to be less restrained than a daytime assemblage. People push in upon the field, there is much objectionable talk and an unusual amount of drinking. Those in charge say that it is hard to keep a great many from getting in without paying.

If we consider only the interests of the boys and girls I can't see a single reason for night football. Those who clamor for it are largely the people who are tied down to their jobs in the daytime and those who expect a financial profit from the plan. I like to accommodate the fans and incidentally get their money at the gate and I am glad to see any person make an honest increase to his income. But we educators should think first of the welfare of the boys and girls. We must not betray them by exploitation.

The News Digest SECTION

Broken Study Held Best

BUFFALO, N.Y.—High school students who work one or two years before entering college have a better chance for educational success than those with uninterrupted educations, in the opinion of Dr. Edward S. Jones, University of Buffalo.

"In a university study," Dr. Jones says, "we took a group of boys who had come to college after being out of school for one, two and even three years and compared them with another group having uninterrupted education—all boys of the same ability, level and marks in high school. Those who had been employed were much better."

The psychologist said students who worked before entering college "appeared more mature, more earnest and tended to do better work."

Wisconsin Begins Defense Research

MADISON, WIS.—The University of Wisconsin was projected into the nation's defense work recently with the announcement by President C. A. Dykstra of his appointment of a faculty committee whose immediate purpose is to evaluate what the State university is doing and should do for national defense.

School Straw Voting Questioned

RICHMOND, VA.—Jesse H. Binford, Superintendent of Richmond public schools, questioned the wisdom of taking straw ballots in public schools except on election day.

He expressed the opinion that straw votes might cause "possibly erroneous impressions as to the strength or weakness of any candidates" for office.

Mr. Binford believed that straw ballots on public issues among pupils was good training for them, but thought such votes should be taken on election day when the results could not be used for or against any candidate for office.

HIGH SCHOOLS ARE CALLED "SICK" BY DR. CHASE OF BOSTON UNIVERSITY

BOSTON.—The American high school is "the most conservative, out-of-step unit in American education," Prof. W. Linwood Chase of Boston University declared recently in an address to the regional conference of the Progressive Education Association here.

Prof. Chase, a specialist in the field of elementary education, drove home his point with the assertion, "The high school is not only out of step, it is sick and therapy didn't start soon enough, so complications have set in."

One of the causes, he added, is the out-of-school rivalry for the pupils' attention. He said, "Today, the average high school stduent's outlook is bounded on the north by Tommy Dorsey, on the east by Fred Waring, on the south by Artie Shaw and on the west by Benny Goodman. Your average boy has only to hear a few strains of music over the radio and he can tell you at once whether it is Dorsey, Waring, Shaw or Goodman."

Another factor contributing to distraction of the student from his studies is "the new freedom of the adolescent in his social life," Prof. Chase claimed. Part of the fault for shortcomings of the high school system rests on the high school teacher, he added. "Frequently, the teacher doesn't recognize that the student has more than one age. He may be 15 years old chronologically, 8 years old socially and only 6 years old emotionally. Therefore unless the teacher understands him as an individual, rather than just another student who is 15 years old, he is handicapped in his progress and the high school is remiss in its responsibility to him.

"For another thing," Prof. Chase continued, "many teachers do not realize the importance of how a child feels about something. This is all the more ironic because we adults react with our emotions and we expect the child to react with his intelligence. It is of utmost importance that we should strive for more insight regarding a child's reaction to things."

"Right-Eyed" Persons Best at Reading

EUGENE, ORE.—To be right-eyed makes reading easier, according to Dr. H. R. Crosland, associate professor of psychology at the University of Oregon. Furthermore, this advantage is so marked that being left-eyed largely accounts for many persons, particularly children, being defective readers.

Right-eyed, or vice versa, means that one or the other eye is used mainly in the work of seeing. Most persons in using their eyes favor one, much the same as being right or left handed, said Dr. Crosland.

Dr. Crosland holds that a left-eyed person has difficulty in fixing the eye on the left or initial side of the printed line. His eye movements seem to skip back from time to time in the opposite direction of the flow of printed words.

Eye defects in early life, he says, can play roles in fixing either left or right eyedness and in bad habits in reading.

Braintree Plans Jr. High School

BRAINTREE, MASS.—Braintree school officials have moved to establish a junior high school system in hopes that the P.W.A. funds would make it possible to erect at least one new junior high school building and make alterations costing $100,000 to the town's high school.

A board of college educators last year recommended, after an extensive survey of the town's educational facilities, that a junior high school system be adopted. This group included Dr. Herbert F. Blair and Dr. Guy M. Wilson of Boston University, and Dr. Samuel M. Brownell of Yale University.

STATE LOANS PROPOSED TO ASSIST COLLEGE STUDENTS

Boston.—Establishment of a State-loan fund to help needy young people to attend regularly established colleges and universities was proposed recently by State Department of Education, in a preliminary report on its Massachusetts youth study undertaken at the direction of the 1939 Legislature.

The report prepared for the Legislature asks that the Legislature direct the Department to prepare a plan for establishing and administering such a loan fund.

The Department, headed by Walter F. Downey, Commissioner of Education, also recommended the formation of an unpaid Youth State-Planning Board for a period of at least five years, "to co-ordinate the activity, public and private, of youth-serving agencies and the activities of the several departments of the State Government as they pertain to the welfare of the youth of the Commonwealth."

The Department made several recommendations, which are to constitute a set of goals which should be achieved by the educational system." These recommendations included:

1. Specialized vocational schools distributed to serve youth in all parts of Massachusetts.
2. Revision of the curriculum in secondary schools throughout the State. "Preparing youth to earn a living will be one of the major objectives of the general high school."
3. Modification of existing legislation so that municipalities, districts and counties may receive State financial aid in establishing and expanding as well as maintaining vocational schools.

The Department in its preliminary report also recommended that each high school employ at least one full-time placement director and that a permanent local Youth-Planning Board be set up in every community.

President Davis Inaugurated at Smith

Northampton, Mass.—With simple ceremony in keeping with sober times, but amidst a campus gay with the banners of Autumn, Smith College inaugurated its new President, Herbert Davis, graduate of Oxford and former Professor of English at Cornell University.

Fourth President in the 69th year of the college, Dr. Davis, who succeeds Dr. William Allan Neilson, is a native of Northamptonshire, England, and before accepting the Presidency of Smith was Goldwin Smith Professor of Literature and Chairman of the Department of English at Cornell University. Dr. Davis also has held appointments at the Universities of Leeds, England, Toronto, Cologne, Germany, and at the University of Chicago.

Calculus In 40 Pages After 9-Year Study

State College, Pa. — Although nine years ago, at the age of 50, he had no knowledge of calculus, a Pennsylvania State College professor today is senior author of a new book that condenses the whole of calculus into forty pages for students studying mathematical statistics.

"I have always believed that one can study best when face to face with the necessity for it," said Dr. Charles C. Peters, director of educational research at the college.

The new book, "Statistical Procedures and Their Mathematical Bases," written in collaboration with Walter R. Van Voorhis, a former member of the Penn State faculty, is designed to "take the magic out of statistics." It is said that its section on calculus, containing the essentials of differential and integral calculus needed for statistical studies, can be learned in less than ten hours by beginners with only a high school background in mathematics.

More Milk For Needy Pupils

Washington.—The Surplus Marketing Administration of the Department of Agriculture recently made additional awards to six New York milk handlers for Federal payments on milk for delivery to twenty-two New York City schools in low-income areas and to the city's Welfare Department for disposal at free lunch places. Under the program milk is made available to needy school children at a cent a glass and is furnished free with free school lunches.

Brazil Closes Japanese Schools

Rio de Janeiro, Brazil.—Seventy-eight Japanese schools in the State of Sao Paulo were closed this year for disobeying the law, according to a report by the State Department of Education.

Searchers revealed text books like those used in Japan. Children born in Brazil of Japanese parents were taught all about Japan but nothing about Brazil. The closing of Japanese schools was begun about two years ago. Sixty were closed last year and the Japanese are believed to have continued them in secret.

Brazil nationalized her schools three years ago. Foreign schools are allowed to operate but they must teach Portuguese and must be in charge of Brazilian superintendents and have a mandatory percentage of Brazilian teachers. Soon after nationalization more than 200 German schools were closed.

W. A. Brandenburg

St. Louis, Mo.—Dr. William A. Brandenburg, president of Kansas State Teachers College at Pittsburg and the American Association of Teachers Colleges, died in a hospital. His age was 71.

Born in Volga, Iowa, Dr. Brandenburg was graduated from Drake University and later was superintendent of schools at Mason City, Iowa, and Oklahoma City. In 1913 he became president of Kansas State Teachers College. He held an honorary LL.D. degree from Monmouth College in Illinois.

He leaves a widow, two sons and two daughters.

5 Year School Course Probed

Brookline, Mass.—The Brookline school committee held a special meeting at the Town Hall recently to ascertain why about 100 high school pupils require five years to complete a four-year course.

The decision followed criticism by Edward H. McGrath, Jr., of this practice by such a number.

A change in the method of choosing teachers was voted, 4-3. By this change, the school superintendent will henceforth submit qualifications and records of each candidate to the entire school committee, instead of recommending the appointment after study by a sub-committee.

IMPROVED LIGHTING AIDS STUDY IN EAST CLEVELAND SCHOOLS

CLEVELAND, O.—A "piece of the sky" has just been brought into Caledonia Public School in East Cleveland to properly light a sixth-grade classroom.

Actually, it is a unique man-made overhead lighting system employing 50 of the new daylight-type fluorescent lamps, each tubular in shape and four feet long.

The installation takes full advantage of the last word in lamp developments and of the latest scientific knowledge on seeing as uncovered recently by research laboratories.

"This room," said W. M. Councell, business manager of the East Cleveland Board of Education, "is perhaps the world's best lighted classroom. It is another forward step in our program to continually raise the standards of seeing and education. For many years we have steadily improved the lighting in our schools. The results have been most gratifying. Scholarship has improved to a surprising degree. Pupils have taken a better attitude toward their work. Better lighting has definitely reduced the number of absences and failure. It promotes eye comfort, conserves eyesight and is conducive to better child health. The better the illumination the more noticeable the alertness of both pupils and teacher."

The fluorescent lighting in the Caledonia school, engineers explain, simulates the glare-free lighting found outdoors on those days when the sky is uniformly overcast by a thin veil of clouds. The new man-made illumination is designed to harmonize with the quality of natural illumination coming through the windows. It also compensates for deficiencies in quantity of daylight occasioned by the caprice of sun and clouds.

School Savings Rise $257,000 In Year

NEW YORK.—School savings deposited in banks in the year ended June 30 totaled $13,111,312, an increase of $257,000 over the preceding year, the American Bankers Association said.

The number of pupils using school savings accounts declined, however, to 2,539,477 from 2,543,472 a year earlier.

Of the total deposited during the year, $3,889,846 remained on deposit at the close of the period, against $3,450,676 on June 30, 1939.

The association commented:

"Conditions which affect the income of the parents are quickly reflected in deposits in school banks, both in the volume of deposits and in withdrawals. The liberal remainder in school savings this year, amounting to about 30 per cent of the sum deposited, indicates more satisfactory living conditions throughout the country."

Group Sees Surplus Of Teachers Colleges

BOSTON.—Closing of from two to four of Massachusetts nine teachers colleges, and turning over of the abandoned institutions to municipalities for conversion into vocational schools, was advocated by the Massachusetts Federation of Taxpayers Associations following completion of a study of teacher supply and demand.

The Federation report shows that because of a fall in birth rate which began 25 years ago and became sharp in the middle 1920's there are 100,000 fewer children of school age in Massachusetts this year than in 1930. In the elementary schools alone there are 81,000 fewer pupils in 1940 than in 1930. Yet there has been no corresponding drop in the number of teachers.

Expect Cut; Get Bonus

POTTSVILLE, ARK.—Usually, when school teachers hear that finances are to be discussed at the next meeting of the school board, they prepare themselves for a cut in salary. But the Pottsville board announced that the income of the district had so exceeded the budget that 12½ per cent bonus checks were to be issued to the teachers.

Etonians Urged To Abolish Snobbery

LONDON. — Recently Eton — on whose playing fields the Duke of Wellington said the Battle of Waterloo was won—observed its 500th anniversary, and the editor of The Eton Chronicle saw fit to read to the pupils of that accepted symbol of British snobbery a lecture on its future.

"We are considered exclusive, self-satisfied and snobbish, and we do little by our actions to refute these charges," The Chronicle said. "Eton is forgetful that we are fighting for democracy and what democracy must imply. When this war is won we must not relax into our old isolationist prejudice, for prejudice is not the same thing as tradition. Tradition confirms prejudice and cramps opportunity. Eton must not be confined to Etonians alone,"

The fact that the newspaper of the school, which is the peak and symbol of the British class system, would so write is perhaps one indication of what is happening in Britain today.

Eton was founded by Henry VI in 1440 as a school for poor scholars, something it certainly is not now except for a few students who are stigmatized as such. There are now 1,100 boys, as compared with the two priests, four choristers, two scholars and two poor men when the school was started.

Lions Give Advice To High School Boys

VENICE, CALIF.—Some 30 members of the Venice Lions Club recently transformed a luncheon meeting into a counsellor service for more than 100 senior boys at Venice High School.

After a luncheon program in the teachers' cafeteria, business and professional men spent an hour or more in class rooms answering questions pertaining to their particular fields. This advice touched on law, automobile service, business administration, civil service, electrical business, engineering (civil, mining, and petroleum), education, medicine, newspaper, real estate, banking, finance, property management, public relations, retail and wholesale trade.

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PROPAGANDA ANALYSIS EXPERIMENT IN SCHOOLS HELD ENLIGHTENING

NEW YORK.—A three-year experiment embracing 650 high schools, thirty elementary schools and 350 adult groups, conducted by the Institute for Propaganda Analysis, has developed more intelligent newspaper readers, more critical motion-picture audiences and more alert radio listeners, Dr. Clyde R. Miller, director, revealed recently.

Thousands of children, as well as hundreds of adults, were made propaganda-conscious in this nation-wide program. They were taught to seek beneath the surface of the written, spoken or pictured word to discover any "hidden meaning" that might exist. Literature was furnished by the institute to help students and teachers master the serious art of analyzing propaganda.

At present the institute is furnishing materials on propaganda to 3,000 elementary and high schools throughout the country. Financed by foundation grants and with offices at 40 East 49th street, the organization attempts to "assist the public in detecting and analyzing propaganda."

In its far-reaching study, just completed, the institute presented data on newspapers, radio and motion pictures to the school children participating in the experiment. Field visits were made by Miss Violet Edwards, educational director, and teachers, through the use of work-sheets, learned the fundamentals of propaganda and how to analyze it.

Far from making skeptics and sullen cynics out of the children, the analysis program made them wholesomely critical and intelligently alert of everything they read, hear or saw, Dr. Miller, who is Associate Professor of Education at Teachers College, Columbia University, contended. It is his belief that the students became better Americans and better future voters.

Student Travel Avoids Europe

NEW YORK.—The Experiment in International Living, an organization which has for seven years taken groups of students to live in the homes of Europeans and to hike with them, last Summer, because of the war, sent American young people to Japan, Peru, Mexico, Quebec and Nova Scotia.

The Experiment was founded by Donald Watt, an American educator, who sent a small group of American students in the summer of 1933 to live in the homes of French students as their guests, and to return this hospitality by taking their hosts on a trip in a region as interesting and unfamiliar to the French as to the Americans.

Volume Lists Chippewa Words

MINNEAPOLIS, MINN. — Earl F. Campbell, a Minneapolis sign painter, has completed a dictionary containing some 32,000 words of the Chippewa Indian language.

Campbell, who is only one-sixteenth Chippewa himself, began his laborious task four years ago when his father, George M. Campbell of White Earth, Minn., died, leaving a huge file of countless scraps of paper on which Chippewa words with their English equivalents were scribbled.

To his father's collection, Campbell added 8,000 more words which he picked up from Chippewa Indians in northern Minnesota reservations.

Here is an example of the Chippewa language:

"O-donn-ah-kee-way o-dah-schoonegun-chee-ga-na-way-gee-gah dag gee, ah-bah-gee-too-wad-ode-nee, wayn-ingieu-gay tay an-ah-ha nob-haa."

Campbell says this means "The language of the ancient and honorable tribe of Chippewa, Minnesota's true natives, has been preserved for posterity."

Favors School On Language Base

NEW YORK.—A proposal for the establishment of a school in which the study of foreign language and the inter-relationship of language in general would be the core of the curriculum was made recently by Dr. Berthold L. Ullman of the University of Chicago in an address at the seventh annual Foreign Language Conference sponsored by the New York University School of Education.

Dr. Ullman, who is a Professor of Latin and has written extensively on the history of the alphabet, declared also that the study of languages makes for international understanding and that the study of Spanish and Portuguese, for example, could be vitally influential in the "Good Neighbor policies" of this country with Central and South America. He said also that the study of German was important and attributed the failure of the Chamberlain-Hitler meetings to their inability to understand each other.

Finds Students Earn $32,500,000 Annually

NEW YORK.—The American legend that is summed up in the sentence, "I'm working my way through college," finds ample justification in a survey by Clarence E. Lovejoy, alumni secretary of Columbia University, revealing that half of the men and one-fifth of the women enrolled in the nation's colleges are self-supporting in whole or part. Their total earnings come to $32,500,000 a year. The record compiled by Mr. Lovejoy, for his book, "So You're Going to College," shows further that the college student, far from limiting himself to selling magazine subscriptions, displays ingenuity and industry in earning the money with which he sometimes supports a wife, a widowed mother or brothers and sisters in addition to paying the registrar. No institution in the country, he said, is without part-time workers, and some, like Park and Antioch, have every student on the working roster. "The best jobs on a college campus are in the student agencies, where students make as much as $1,800 - $2,000 a year," Mr. Lovejoy declared.

WPA Has Built 23,000 Schools

WASHINGTON. — WPA labor has built 23,000 public schoolhouses in 4½ years, Commissioner F. C. Harrington said recently, and has made improvements and additions to 65,000.

He listed among other accomplishments the construction of 5000 new playgrounds and athletic fields, 6435 recreational buildings, 156 hospitals and nearly 1500 new water, sewage treatment and other publicly owned public utility plants.

"There is not a county or city throughout the nation which has not been enriched in some tangible way," said Harrington in a statement.

Citizens Complain Of Football Noises

LITTLE ROCK, ARK.—Efforts are being made to "tone down" the volume of the public address system used at foolball games in the Little Rock High School Stadium. Complaint has been made that the loud speaker annoyed people more than a mile away during a recent game played there. One resident of that part of the city where the Stadium is located said in a communication to the authorities that his neighborhood was greatly disturbed by the announcer's volume of sound. "We put up with this" the communication said, "last fall all through the football season, but now our patience is about exhausted and we have had enough of this unnecessary racket. Certainly we should have high school football, but it is not necessary that we have all this noise at night by the party that makes the announcements. The people who pay the taxes that keep up the schools that provide for athletics are entitled to this relief." Other verbal complaints about the loud speaker and additional complaints about the loud playing by the school band have been made.

Modern High School Will Shift Routine

HILLSIDE, N.J.—In addition to a new $400,000 building, Hillside's 865 high-school students will find a new system of planned study courses when they resume their studies in September. Under a program being completed by William H. Cox, the principal, study halls and free periods will be eliminated in favor of supervised classroom study in conjunction with instruction periods. In many instances, according to Mr. Cox, study halls and free periods waste the student's time. Under the new set-up, students will have a continuous program of education throughout the entire day. Complete utilization of all facilities at all times is planned. Classes will be opened at 8:30 A.M., with dismissal at 3:15 P.M., and the day will be divided into five periods. Students are to be placed in classes on an individualized program based on the course of study desired and on past achievements. Schedules for each of the students to be enrolled include 139 different combinations of activities. In the old building, classes ran from 8:30 A.M. to 5:30 P.M., with a variety of jumbled schedules and a large number of free periods and study halls.

Italian King Approves Style

ROME.—In a holographic letter recently sent by King Victor Emmanuel III to Admiral Luigi Miraglia, who had reached the age of retirement, His Majesty, according to Il Giornale d'Italia, used the form of address "voi," instead of his formerly customary "ella," which is the correspondence form of "lei."

Until three years ago these forms prevailed throughout the Peninsula, with the exception of Naples, where the form of address was "voi," and it was also used in addressing both King and Pope. Then the Minister of Education, Giuseppe Bottai, exacted that all schools and universities should abolish the "lei" and "ella," and use only the "voi" in both conversation and writing.

Board Lists Cultural Losses

NEW YORK.—The new European war already is adding its dark blight to the "intellectual black-out" which began with the World War, it is recorded by Raymond Fosdick, President of the Rockefeller Foundation, which normally maintains more than 100 running appropriations in 22 European countries, a substantial part of which is for research in various fields.

"The mounting catastrophe in Europe and its effect on universities and laboratories in every country there—whether involved in the war or not—have necessitated modifications in the work of The Rockefeller Foundation," Mr. Fosdick writes in a portion of the Foundation's Review.

In a number of instances, the Review says, work supported by these appropriations is being continued on a level that has been little affected by the war, but, glancing back at the destructive record of the World War in the fields the Foundation's research covers, Mr. Fosdick gives warning to the Nations at war and to the world at large that a high price will be exacted in the annihilation of "Einsteins" and "Pasteurs" who, at war age, may as yet have shown no promise in other fields.

Teachers Hear About Crime Movies

SPOKANE, WASH.—America's gangsters, as portrayed in America's motion pictures, have put America's diplomats on the spot, 3,000 teachers attending the Inland Empire Education Association convention were told by Ruth Bryan Owen Rohde, former Minister to Denmark.

"It is embarrassing at times," she said. "Pictures of gunmen and crime, which we in America accept as fiction, are regarded by Europeans as illustrating actual life in America. I wish American motion picture producers would leave their pictures at home."

In another address Channing Pollock, playwright, probed for faults in the American system and its educational program, and asserted that the "chief trouble with American youth is that its father had too much money."

Butler Banned Guns on Campus

INDIANAPOLIS, IND. — Butler University found it necessary to ban gun totin' on the campus in 1876. An ordinance in the catalogue for that year says: "Students may not bring nor use upon said premises any firearms, dirks, bowie knifes or other kinds of deadly weapons."

Students Vote To Drop "Swastika"

SALISBURY, N.C.—There'll be no Swastika at Catawba College this year for the first time in many years. Students at the college voted overwhelmingly to change the name of their yearbook, "The Swastika," to another Indian name because of the Nazi connotation.

Football Seen Over Emphasized

RALEIGH, N. C.—"Football is over emphasized in high schools and colleges beyond anything which can be justified educationally," Dr. J. Henry Highsmith, President of the North Carolina Education Association, told that organization of public school teachers, assembled in Raleigh for its fifty-sixth annual convention. Approximately 3,000 delegates were present when attendance reached its peak, with more than 1,000 enrolled for the opening session.

Dr. Highsmith, who is Director of the Division of Instructional Service in the State Department of Public Instruction, continued by urging educators to "properly evaluate schools."

Book Reviews

The American Scene

Ever since the announcement by the publishers of the prospective appearance of a new anthology of high school reading material edited by Professor Walter Barnes of New York University and seven other experts there has been considerable curiosity among those interested in the secondary field in regard to the nature of this series. Four of the six books which comprise *The Realm of Reading* are now available. Of these *The American Scene* is a typical example. It is a fine specimen of the art of book manufacturing and is delightfully illustrated. It contains a wealth of material reflecting many phases of American life. In addition the editors have kept the book on a high plane of literary excellence. There is an exceptionally wide range of types of reading represented. The student who can find nothing appealing in such a varied and extensive collection must be absolutely hopeless as far as literature is concerned. There is appended a brief but well-written "Story of American Literature.

In *The American Scene* we have a textbook which is original, fresh, and stimulating. Much relatively modern material has been utilized, and certain "old favorites" are conspicuously absent, although many of them are here side by side with the more recent literary productions. The last section consists of excerpts from six novels, *The Prairie* (Cooper), *The Long Rifle* (White), *Giants in the Earth* (Rolvaag), *Java Head* (Hergesheimer), *Show Boat* (Ferber), *Vein of Iron* (Glasgow). It is safe to prophesy that boys and girls will enjoy these varied insights into our national life.

So far available in this new and promising series are Highways; Heritage; and The English Scene. All of them are quite as alluring as the one here reviewed.

THE AMERICAN SCENE. By Walter Barnes; Mabel A. Bessey; Gladys G. Gambill; Ward H. Green; Tom Burns Naber; Ethel Louise Knox; Claire Soulé Seay; Marquis E. Shattuck.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

For Better Reading

To examine this trio of books "For Better Reading" is to be struck at once with the picture sections scattered throughout each volume. These are splendid auxiliaries to the main purpose of the series, which are, first, to provide reading matter of genuine interest to pupils of junior and senior high school ages, and secondly, to show them how to improve their reading techniques so as to make the experience of reading yield maximum results.

To accomplish such educational ends, the most important first step was to make suitable choice of reading materials. Young people themselves were called upon to aid the selective process; and it would be hard to find a more varied, more vital collection of stories, essays and poems than is here presented. The suggestions for improvement of reading skills are given in special chapters interspersed throughout the books.

A typical pictorial section tells, in picture and text, some lively story, such as "Tom Sawyer, Detective." Keen observation and analysis are demanded of the student after each set of pictures, as elsewhere in these truly stimulating books.

In order of ascending difficulty the titles are: Quest, Ventures, and Rewards.

FOR BETTER READING. Max Herzberg; Merrill P. Paine, Austin M. Works.—Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

You and Your Reading

Of books about "learning to read" there are enough in existence to stock a small library, or at least a good-sized alcove. The present work, however, belongs to a smaller group, which emphasizes "reading to learn." It was written for the purpose of bridging the gap between "learning to read" and the requirements of the mature school program in "reading to learn." It is based upon the idea of making reading a useful tool in phases of education and life.

The style of the author's own writing is informal and arresting to the attention. The essay on "What is Good Reading?" begins, "Let's start reading—by talking. What does it mean to read well?" Soon three salient points are before the student, speed, comprehension, and retention. There are dozens of stories, articles, essays, and poems to be used as laboratory material. Scattered among these are the author's discussions of various vital problems having to do with effective reading. Among the titles of these are "Unlocking a Paragraph," "Reading the Newspaper," "Waiting on Yourselves in a Library," and "Thinking While You Study."

The fact that the element of the development of speed is given considerable attention adds to the value of the book. It is not exaggerating to say that thousands of mature men and women are handicapped in their intellectual lives because of their being inordinately slow readers. Many school systems are still neglecting emphasis upon the pupil's acquiring the ability to combine speed and accuracy in his reading. Miss Stovall makes the results of scholarly investigations in regard to reading accessible to the boys and girls in the junior high school.

YOU AND YOUR READING. Evelyn L. Stovall. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

English in Action

This second revision of the Tressler high school English texts is based upon the hypothesis that only dead things stay put. Some of us, not yet in the superannuated stage, have no difficulty in remembering a time when certain textboows lasted for a generation without a single comma being altered. But in a time of more frequent social changes and greater educational alertness the static text would not meet the need. The purpose of the Tressler revisions is to build upon and strengthen the material which classroom use has proved to be the most helpful. They are also based upon the newest findings in regard to teaching techniques and methods, and represent the results of the criticisms of hundreds of teachers. In addition, both of the present volumes are reenforced by the contributions of teachers from various parts of the United States who have provided models, lists of common errors, guides, explanations, activities, and other teaching material.

By this time the general principle upon which the Tressler texts is based is so well-known that little needs to be said in regard to it. This third edition, as was true of its predecessors, proceeds upon the assumption that "every situation in or out of school which calls for communication or self-expression is an opportunity for building language habits and skills." *English in Action* is essentially applied English. It stresses not simply a knowledge of correct forms but good speech and writing habits. And the acquiring of such habits is without a doubt the major reason for the inclusion of English in the curriculum.

ENGLISH IN ACTION (Courses Three and Four)—Third Edition. J. C. Tressler. Atlanta, New York, Chicago, Dallas, Boston, San Francisco, London: D. C. Heath and Companyv.

The Nations Today

This substantial, scholarly, stimulating book deals, as we are told in the first sentence of the preface, "with man as an individual and as a member of society in a common environment for which Nature sets the stage." A work introduced by such a statement must inevitably take in considerable territory. Geography is no longer regarded as a remote, technical, narrowly academic subject. It is as broad as life itself. Authors dealing with it must concern themselves with numerous problems relating to allied segments of knowledge. Although this makes the preparation of a text in this field an unusually difficult task, it causes the subject to be provocative of thought and rich in suggestion. The sub-title of *The Nations Today* is "A Physical, Industrial and Commercial Geography." The book is all of these and more. It is full of material of the utmost importance to the student of economics and also contains much data which no competent sociologist can afford to neglect. And, of course, such a work has solidly scientific foundations. It is an example of geography at its best.

The book is organized in nineteen units, nine of which have to do with the United States. Among these are the following: "Life from the Soil," "The Ocean as a Food Area," "Man Harnesses Power," and "Recreation Promotes a Great Industry." Unit XII deals with "Agricultural and Industrial Europe" and XIII with "Mediterranean Europe—Mother of Nations." The volume contains 410 photographic illustrations in black and white. Special stress is laid upon such aspects of modern life as the automobile and recreation. Again and again the thought of the interdependence of nations is brought to the attention of the reader. In speaking to one of his opponents the late Lord Salisbury said, "You must study larger maps." It is hard to imagine anybody who has been exposed to the influence of a book like *The Nations Today* sinking hopelessly into the ruts of provincialism.

THE NATIONS TODAY. By Leonard O. Packard, Charles P. Sinnott, and Bruce Overton. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Democracy in America

Democracy as the authors of this new text have described it for high school students, is first of all a system of government designed to establish and preserve essential liberties, and, in the second place, it is a way of life or social order that has been developed under that governmental system.

Discussions of the framework of government in the United States are accompanied by explanations of the reasons for such a framework. But the various institutions other than government are equally well described. The existence of unsolved problems such as unemployment is freely admitted. That these must be solved without destruction of freedom is a constantly recurring note throughout the text.

Charts and illustrations are numerous and each one tells a pertinent story. On the whole it is a clear, interesting and teachable text, well calculated to increase the number of intelligently loyal citizens of a free and growing America.

DEMOCRACY IN AMERICA. William M. Muthard, Stanley M. Hastings, Cullen B. Gosnell. — New York, N.Y.: Thomas Nelson and Sons.

The Present War

The demand for a clear, concise resume of the Second World War's first eventful year seems aptly met by this paper-bound book. In it the author has told the swift, tragic story of blitzkrieg, terrorism and total war down to the autumn of 1940. The narrative reaches back only far enough to get the facts essential to understanding what is now going on.

This book should do an excellent job of bridging the gap between the cloth-bound text in European history and the news of the hour as given by press and radio.

Objectivity rather than sentiment has ruled the author's pen.

The art of clear and precise writing has been splendidly exemplified in this current history handbook.

THE PRESENT WAR. Its Background and Related Developments. By Charles T. McFarlane—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

The Education of Youth for Leadership

As badly as society needs leaders, comparatively little real thought has been given to ways and means of producing them. We are prone to look upon them as a gift of the fates for which we should be duly thankful. A pitiably large proportion of what has been said upon the subject has consisted of impeccably correct sentiments which sound impressive but take us nowhere. Most assuredly leaders must be trained and intelligent. And to provide leadership of this type is one of the pre-eminently important tasks of the school. This means the schools must know what leadership is, how leaders should be trained and how those with possibilities of this type should be selected. To those entrusted with such an important task such a book as *The Education of Youth for Leadership* should be of the highest usefulness.

In the traditional "all Gaul" fashion the work is divided into three parts. Part I has to do with "Principles of Leadership;" Part II with "Leadership in Other Countries," and Part III with "The United States and Leadership." For a volume of relatively modest size the scope of this book is unusually wide. This volume is a contribution to the field of the history of education, but it does not stop here. Part I especially ties up with practical issues which must be faced again and again in every school system in the United States.

THE EDUCATION OF YOUTH FOR LEADERSHIP. By Arthur L. Jones. New York and London: McGraw-Hill Book Company, Inc.